

G. A. Pittman

d (1) Long Periods of Time *extend*. (The extent)

- 1 The holidays this year extend from 5th October to 19th November.
- 2 His apprenticeship extends over five years.
- 3 The lease extends until 1970.

Activating advanced English vocabulary

4 The Atlantic coast extends from the Devonian to the present day.

- 5 The Atlantic coast extended according to some from the tenth to the thirteenth centuries.
- 6 The Atlantic coast extends last for extend throughout.

b RECAST on the following model: The length of the holidays this year is ...

d (2) Administrative Arrangements (involving duration) are extended; Time Limits are extended

- 1 The course has been extended from three to five years.
- 2 The church services have been extended from an hour to an hour and a quarter.
- 3 The season has been extended to include September.
- 4 The time limit has been extended from the 1st to the 15th.
- 5 The closing date for applications has been extended from the 9th to the 19th.
- 6 Closing time for retailers on Friday has been extended from 6 to 8.30 p.m.

a READ ALOUD, substituting *lengthened* (1-3) and *altered* (4-6).

b READ ALOUD in the active voice: They have extended ...

c RECAST on the model: The course has been extended a further two years. (Omit 3)

d RECAST on the model: The extension is for an additional two years. (Omit 3)

ADVANCED

e Systems, Networks, Activities, Conditions (applicable to areas) *extend* (to areas). (The extent)

- 1 The railway and road system does not extend into the interior.
- 2 The air services do not extend across the mountains.
- 3 The road network does not extend over the whole province.
- 4 The road network does not extend evenly over the skin.

Longman

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ACTIVATING ADVANCED ENGLISH VOCABULARY



By the same author:

Preparatory Technical English

G. A. Pittman

**ACTIVATING
ADVANCED ENGLISH VOCABULARY**



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contents

introduction	I
Activating advanced vocabularies	I
approach	10
bear <i>and</i> stand	17
break	28
carry	33
cover	43
drop	49
enter	55
extend	59
follow	66
hold	72
make	82
meet	113
pass	118
raise	126
rise <i>and</i> fall	131
see	138

spread	146
take	153
turn	163

introduction

ACTIVATING ADVANCED VOCABULARIES

In presenting this language teaching material, some explanation of the criteria of selection used, and some guidance as to the place and use of the material in the classroom, may prove helpful both to teachers and students.

In general terms, the material is an attempt to deal with the type of English vocabularies required at university entrance or matriculation level – not only in ‘English’ in the narrower sense of the single school examination subject, but in English in its wider function, where it is the language of instruction and of textbooks at secondary school and higher levels.

In a sense, therefore, the material is relevant to the discussions in the teachers’ staffrooms as to whose job it is to cover the subject-vocabularies in English required for lessons other than ‘English’. Discussions on this topic will no doubt go on for a long time yet, but it is possible that such material as is here presented might help to delimitate the problem and thus make discussion and decision more fruitful.

1 Aim of the material

a ADVANCED VOCABULARIES (abstract)

The primary purpose for the compilation of this material was the need to select, teach and practise advanced vocabulary with special reference to the language needs for instruction in English at upper secondary school or pre-professional training.

‘Vocabulary’ here includes much of that general abstract language which we use in administration, the physical sciences, historical and economic fields. Without the concepts which this language stands for, a high level of organisation in professional matters in our communities could not exist. It will be found therefore that much of the material approximates secondary school ‘textbook language’, both in vocabulary and structure. This is felt to be an advantage, for secondary and post-secondary students are expected to command this type of language both lexically and structurally when writing formally in answer to exam questions.

That most of the work concerns abstract vocabulary will not surprise those teachers with experience of teaching in English to non-English speakers at secondary and higher levels. (For those who prefer the stylistic anachronism of monosyllabic and concrete English, the surprise may be unpleasant.) The growth of the scientific and historical attitudes since the sixteenth century has not gone unaccompanied by new coinages to meet its needs, and many of these have described abstract or general ideas with polysyllables.

b PRACTICE IN NOUN COMPLEXES

In many areas, students have particular difficulty in the comprehension in the stream of English speech and in the printed word, of noun complexes –

(article) NOUN + PREPOSITION + (article) + NOUN *and*

(article) NOUN + PREPOSITION + (article) + NOUN + (PREPOSITION) + (article) + NOUN

As this difficulty appears in more chronic form with abstract vocabulary, a secondary aim of the material is to provide practice in such noun structures. This is done in the exercises where possible by means of a change of the verb to a noun, usually in the subject, e.g.:

The rate of increase in infestation RISES *with the warmer weather*
would become

THE RISE *in the rate of increase in infestation with the warmer weather*
(is marked)

Exercises in the manipulation of such complexes are believed to be of particular value to the student at University level.

2 Selection of the material

It is not possible to claim that the vocabularies have been controlled by specific lists. West's 'General Service List of English Words', and Luella Cole's 'The Teacher's Handbook of Technical Vocabulary', and the list compiled by the Institute at Hyderabad, have been constantly consulted, but it has been found necessary to depart from adherence to such lists to satisfy the necessities of teaching with the selected verbs. Final selection was, therefore, a compromise. In addition, the general vocabulary of reasoning, qualification, possibility and degree, which are common to all formal discussion at professional level, are included, as are structural or functional words required to operate the more specific vocabularies.

Dominant verb pattern

The dominant verb pattern throughout is SUBJECT+VERB+DIRECT OBJECT. This was dictated by the aim of the work: the manipulation of advanced abstract vocabulary. It was thought best to keep the verb structure as stable as possible while the learning load was on the nouns of the subject or object. It proved unwise however to adhere rigidly to this pattern, and occasionally an object complement or prepositional phrase is incorporated in examples where an object could not be used. In some cases the object is present but requires completion – as in ‘He made *the audience* laugh’ or ‘We turned *the delay* to account’. As a direct object existed in sentences such as these, they were included as part of the dominant verb pattern.

3 Selection of verbs

The link between the vocabulary to be taught and the verbs to activate it was made because practice in tense and voice change, and in manipulation of clauses, clause-order and word-order, can come only through such links. In selecting the verbs to be used with the advanced vocabulary the following criteria were used:

- i The verb should operate a large vocabulary within the verb pattern limit.
- ii The verb should operate varying types of the desirable vocabulary. (The gymnasts *bear/stand* (page 17) are excellent examples of extreme variability in the types of vocabulary associated with the verbs.)
- iii The verb should have wide divergence in its semantic range. (This is the corollary of (ii), and verbs chosen have therefore a special value to the foreign learner.)
- iv The chosen verbs should be those whose semantic boundaries cannot easily be deduced by the student from their demonstrable uses. In this way, verbs chosen are of particular difficulty, and the delimitation of those boundaries is thus likely to be of special value to the student.
- v The verb selected should be of relatively high frequency.

These criteria have meant the exclusion of the following types of verbs:

- ... phrasal verbs
- ... verbs of cognition (*know, believe*)
- ... verbs whose semantic nature did not suit the dominant verb pattern (*bring, place*)
- ... verbs which have too general an application (*begin, arrange, effect, develop, stop*)
- ... inchoative verbs except *turn, fall* and *break*.

Exclusion of verbs

The exclusion of so many valuable types of verbs may require further elaboration and justification.

PHRASAL VERBS (two-word verbs)

The material as it stands is complex and difficult enough without the additional complication of the phrasal verbs. As is generally known, many of these have three or four differences in meaning for the one lexical unit (*make out* for example). In any case the role and vocabularies of the phrasal verbs are a separate semantic section in themselves, and should therefore be dealt with separately.

VERBS OF COGNITION

Verbs such as *know, believe, think, hope, imagine, say, tell*, etc., while particularly useful in certain types of drill, do not constitute as a rule a principal semantic difficulty for the student. They are in a sense 'fillers' which leave the choice of the real verb still to be made, e.g.: (a) *This bears some relation to that*; (b) *I know this bears some relation to that*. Sentence (b) presents no difficulty at all if (a), which does present a difficulty, is known. These verbs therefore merely restate the semantic problem (to the student) at one remove, though they may have considerable structural effect. Examples and practice in these verbs have little relevance therefore to the problems of semantic choice and language learning here. Of course, there is no reason why exercises additional to those given in the text using such verbs should not be devised by the teacher.

It could be maintained that *see* comes into this category, but *see* has a special place and role among English verbs, justifying its exceptional treatment.

VERBS NOT FITTING THE DOMINANT VERB PATTERN

A very large number of English verbs have, by their semantic nature a pronounced tendency to be used rather with particle or preposition than with a direct object (at least with abstract vocabulary). *Bring, put, place, come, go, draw, push*, all belong to this group. These and others like them have therefore been excluded.

VERBS WITH TOO WIDE AN AREA OF APPLICATION

A large group of verbs which has too general an application has been excluded. Examples are *begin, stop, consist, arrange, develop, lose, cause, effect, apply, react*. Despite the enormous vocabulary they can operate,

and their great value therefore, they do not constitute a major difficulty to the student, as their semantic quality is relatively simple and presents no problem. Their general applicability makes little demand on the discrimination of the student, while those verbs selected do.

INCHOATIVE VERBS

There are three inchoative verbs among those selected: *turn*, *fall* and *break*. Only *turn* however is developed to show its inchoative role. In this it is, as it were, a sample. The other two are not shown as inchoative except in minor 'demonstrable' uses.

Exceptions

Once the verbs were selected, it appeared advisable to vary verb patterns slightly, adding valuable minor vocabularies so that a fair picture be presented of each verb's true semantic role. In the case of the giant *make*, wide pattern variety is given. Throughout, however, the rare, specialised and obsolescent vocabulary has been omitted. '*He fell facing the enemy*' for example, is not included in *fall*.

4 The use of the material in class

While it is difficult to be prescriptive owing to the variety of circumstances, standards, methods, aims and administrative conditions in which advanced English is taught, the following remarks and suggestions are made as being applicable to the use of this material under normal classroom conditions.

STANDARD

The material is not for use with students at an elementary stage in learning English, or for students with an inadequate grasp of the fundamentals of structure and elementary and concrete vocabulary.

Before attempting such advanced material, the student should have had a thorough grounding in the essentials of English structure. This is a prerequisite to the effective use of the material. This material has proved very valuable indeed with post-secondary courses with foreign students who are preparing to attend universities where instruction is exclusively in English but has had to be linked with copious remedial structural drills.

In general, it is considered inadvisable to treat the entire verb as a unit. It seems preferable to treat the Elementary sections of all verbs

first, then the Intermediate, then the Advanced sections. For special classes with particular aims, or for very advanced classes, this would not necessarily be advisable.

There will be few classes able to handle with profit all three sections (Elementary, Intermediate and Advanced) of any one verb in succession.

TYPES OF ACTIVITY WITH THE MATERIAL

The organisation of the material and its layout make certain uses obvious.

'Demonstrable' section: Care has been taken in the compilation of the Demonstrable sentences that, as far as is possible, these may be easily and speedily presented situationally within the sparse material resources of the normal classroom. In other words, it is expected that the Demonstrable section be NOT read in class, but presented situationally to the students.

It may be preferable to present all the Demonstrable uses of the verb as set out to the class as a kind of 'semantic preview' of any particular verb's meanings. There is however, much more to be said for the repetition of the appropriate demonstrable use of the verb with the more abstruse uses which fit it. For instance, it has been found of great assistance to repeat the situation of BEARING a burden for the presentation of Demonstrable uses immediately prior to the teaching of each section of that verb marked alphabetically.

Paragraphs numbered alphabetically: It appears that the best activity to enable the student to acquire initial familiarity with the vocabulary is undoubtedly reading, preferably aloud, either individually or in chorus. No situational approach seems possible, under normal classroom conditions, owing to the diversity (which is purposive) of the vocabulary itself. It is possible if this material were being taught in a laboratory, for example, to present and drill certain sections situationally. However, while there is no situational unity in the examples given, their grouping on a semantic basis does ensure that there be a minimum of explanation by the teacher as to the meaning of the abstract nouns. This grouping of synonym and near synonyms is considered to be a principal advantage of the material because of the saving of time thus made possible, and the teacher may in some sections legitimately leave the student to deduce the meanings of all the words used in an entire section either from the sentences themselves, which are often self-explanatory, or from the synonyms presented alongside. It suffices, in many of the alphabetical sections and exercises, that the student know only one of the principal words used, for the others to be meaningful without explanation. It is suggested that this quality in the material is worth the fullest exploitation by the teacher. In *pass*, for example, the objects in section *k* do not

need explanation if one of them is known. Similarly, in *hold*, sections *j*, *k*, *l* (1), *m*, *n*, *p*, all exhibit this advantage.

SPECIFIC VOCABULARIES

Much advanced English is learned with specific aims in mind (whether they be professional, scientific, commercial or technical aims), which should influence vocabulary selection. Much of the vocabulary used with the verbs dealt with in this book lends itself easily to use with classes with such specific aims. Whether it be vocabulary for historical, scientific, technical or administrative purposes, the teacher's choice of material is facilitated by the grouping of synonyms under topic headings, e.g., *rise* and *fall* with nouns which can be represented numerically (Section *g*) has special value to clerks, scientists and economists. A verb like *bear* has special relevance to clerical, administrative and historical themes. This fact permits exploitation by the teacher: he may select such portions as fit the aims of his class or sections of it, for many advanced classes contain students of most diverse motivations. In effect, the teacher's choice of materials for his students can thus be adjusted more precisely to their needs. Any material which makes the teacher able to choose more intelligently and precisely what he will teach has obvious advantages.

SUBJECT VOCABULARIES

Specialist teachers who feel that the material does not go far enough into their subject can devise additional examples which are a prolongation of the material. Provided such examples conform to the general linguistic and semantic pattern of the material they are allied to, the type exercises given will be applicable to them. It cannot be too strongly emphasised that the teacher is in a position to select firstly the verbs he will teach and their order of teaching, secondly the standard and types of vocabulary for the class, and thirdly the type of exercises he will employ.

Self-study

The adult student working alone – provided he has the necessary skills in English and the necessary foundation in grammatical essentials may find such material as this suitable for self-study. The oral exercises at least permit of so little deviation from patterns given as to provide valuable practice material for the student not able to benefit from a teacher's direction and correction.

5 The exercises

There are two types of exercise included in the text –

- 1 The exercises immediately following each section, designated by a letter. (These are mainly, though not exclusively, oral.)
- 2 Those provided at the end of the treatment of each verb.

Neither of the exercise types given exhausts the possibilities for practice. They are merely indicative of some types of practice immediately available from the material, and teachers will be able readily to devise additional exercises to suit their classes' special needs.

1 EXERCISES AFTER EACH ALPHABETICAL SECTION

These may be done either orally or in writing, depending on attainment level, the aims of the students and administrative conditions. The former may be preferable in certain circumstances, e.g. when a student is to attend a British university he will need to be familiar with sound and stress and intonation of the language. The student who will have to listen to and use (in speech or in writing) this type of language – either in school, university, office or laboratory – is recommended to attempt them orally.

Often an alternative verb is provided in the first exercise to strengthen the semantic impact. Other exercises provide practice in the manipulation of the new vocabulary either through tense or voice change or through the recasting of the sentence by other structural changes. Here the participial phrase or clause is employed a good deal, the gerundial form of the verb is used, or where possible the verb is made into a noun to give practice in the noun groups mentioned previously. Special care will be required with these exercises dealing with the manipulation of noun complexes. Exercises involving the use and practice of the articles ('make the space bigger; make a bigger space') and other determiners (*some* and *any*, *much* and *many*) and of the prepositions and adverbial particles may readily be composed by the teacher to suit specific class or national weaknesses. Indication of such exercises for prepositions are given in 'TAKE', *g* and *k*.

2 WRITTEN EXERCISES

The principal feature of the written exercises is the emphasis placed on the paragraph AS A DEVICE FOR SENTENCE-PATTERN PRACTICE. Teachers know that the gap between controlled pattern practice in class (either oral or written) where the sentence is the unit of correction, and the written essay when the control normally exercised by the teacher is

lifted, is much too wide. The student's first few essays, unless rigorously controlled by the teacher, often finally emerge under showers of red ink. It was felt that the paragraph, as used here, as a controlled unit of expression in language learning, might act as a bridge between the sentence in class and the essay at home.

There is however one serious disadvantage. The type of written paragraph exercises set may give rise to doubts as to their propriety on stylistic grounds. If the written exercises are done as indicated, there will inevitably be an impression, and perhaps a very strong impression, of stylistic monotony – due to the repetitive structure of the sentences written, together with the repetition of the verb. Some teachers may feel such monotony to be an affront.

However, it is assumed that correct if monotonous language is preferable to incorrect language, however superior the latter's style. And in any case, the 'monotonously correct' language can be envisaged as a stage through which the average student must pass before the shackles are removed and he can embark on essay-writing in English with a consciousness of and freedom to indulge style. It should not be necessary to persuade the experienced teacher that correctness is preferable to incorrect elegance in language.

In any case, the teacher is in a position to experiment. He can try out the paragraph exercises, and if they do not suit his class, or results are displeasing, they can be modified, adjusted, or discarded as he thinks fit. It is unlikely that the students' first efforts will be altogether satisfactory. Ample opportunities for written sentence pattern practice as an alternative to the paragraph, will be obvious in the material itself.

I am aware of certain inconsistencies and gaps in the material. Where, for instance, is the verb activating such important words as *trend* and *tendency*? But if teachers are helped firstly to delimit their vocabulary problems in teaching in English at secondary level, and if students are helped to get a grip of this difficult abstract vocabulary, then the material will have served a useful purpose.

I have been very conscious that circumstances have contributed to the limitations imposed on the material by the resources of a single mind where the help of many was required.

Finally, I should like to ask teachers, especially teachers of specialist subjects, to extend their tolerance to any errors I have inadvertently made in examples, and to forgive the lack of precision in the examples pertaining to their own speciality.

I should like to express my grateful thanks to Miss Gloria Tate and Mrs. Claudia Fox for much help and encouragement in the preparation of this material; and to Graeme Kennedy and David Cooke of the English Language Institute, Victoria University of Wellington, for their suggestions and assistance with the exercises and production of this book.

approach

Demonstrable

- i He *is approaching* the window (but has not yet reached it).
- ii She *is approaching* her teacher.
- iii She *is approaching* her teacher with a request to leave early.
- iv This line *approaches* this point but does not quite reach it.
- v The graph *approaches* zero.
- vi This number (995) *approaches* 1,000.
- vii From the window we can see the clouds of an *approaching* storm.

Non-demonstrable and abstract

ELEMENTARY

α Roads, Rivers, Railways (Lines on a map) approach Points or Geographical features

- 1 *The path approaches the wood* through the fields.
- 2 *The road approaches the town* from the west.
- 3 *The highway approaches the capital* over the river.
- 4 *The stream approaches the village* through the forest.
- 5 *The tributary approaches the main stream* across the plain.
- 6 *The sea and the mountains approach each other* at Newport.
- 7 *The railway approaches the tunnel* through the cutting.
- 8 *The main lines approach the gradient* in a curve.
 - a READ ALOUD in the interrogative negative form: 'Doesn't the path ...'
 - b READ ALOUD, prefixing 'I don't know whether ...' and ending with 'or not'.
 - c READ ALOUD in reported speech.
 - d READ ALOUD, substituting *come to* and *go to* for *approach*. (Omit 6)
 - e READ 1-5 ALOUD ON THE PATTERN: *The best approach to the wood is by the path through the fields.*

b People *approach* People or Bodies with a Suggestion, Proposal, Offer, on a Matter, for Something

- 1 I am approaching *the Assistant Secretary* directly by letter *on this matter*.
- 2 I am approaching *the Headmaster* indirectly through the Deputy-Headmaster, *on this subject*.
- 3 He is approaching *the Sub-Inspector* with a *proposal* for co-operation.
- 4 Why don't you approach *the Vice-Chairman* with *your proposition* for the advertising of their new product?
- 5 They are approaching *the manufacturer* with an *offer* of £100,000 cash for the factory.
- 6 Why don't you approach *the Committee* with a *request* for postponement of the discussion?
- 7 *Our lawyer* is approaching *the Court* for an order in our favour.
 - a READ ALOUD, substituting *going to make an approach to* for *approach*.
 - b READ ALOUD in reported speech.
 - c RECAST on the pattern: *My approach to the Assistant Secretary on the matter* (did not succeed).
 - d RECAST on the pattern:
 - i *If you approach ... I am sure he will assist; and*
 - ii *If you approached ... I am sure he would assist.*
 - e Using the object of *approach* as subject, recast on the model: *The Assistant Secretary is quite approachable.*
 - f READ ALOUD in the present perfect tense: *I have approached ...*

INTERMEDIATE

c People and Bodies *approach* (controversial) Subjects, Problems, Difficulties (*in* or *with* a Manner)

- 1 The speaker approached *his subject* with care.
- 2 Let us approach *our problems* in a detached and scientific way.
- 3 He approached *the question* of his transfer without due consideration.
- 4 They approached *the matter* with due care.
- 5 These difficulties can be overcome if we approach *them* properly.
- 6 They approached *the revision* of the adoption laws without realising their complexity.
- 7 The Board approached *their dilemma* along new lines.
- 8 The Committee approached *these alternatives* with circumspection.

d *Things and Activities* (able to be expressed in numbers) **approach** *Points or Levels* (expressed or able to be expressed in numbers)

- 1 *The speed of the train* was approaching 60 m.p.h. when it reached the cutting.
- 2 *Her typing speed* is approaching her target of 60 words a minute.
- 3 *Aircraft speeds* now approach 3 M.
- 4 *The temperature* of the liquid is now approaching freezing point.
- 5 *The score* is approaching 200 points.
- 6 *The pressure* in the cylinder approaches 2,000 lbs. p.s.i. at this point.
- 7 *The monthly production* of the factory approaches 100,000 pairs of shoes.
- 8 *The annual production* of steel in Great Britain approaches 30 million tons.
- 9 *Our costs of production* are approaching 16s. 8d. per article; they are too high.
- 10 *Expenditure* on new machinery now approaches half a million pounds.
- 11 *The sugar content* of the patient's blood is approaching danger level.
- 12 *The numbers of this series* approach infinity.
- 13 *The liquid* is now approaching saturation point.
- 14 *The apprentice's work* is approaching an acceptable standard.
- 15 *Her skill* in the language is now approaching the required level of competence.

a READ ALOUD i substituting *approximate* for *approach* (with numbers 3, 6).

ii substituting *reach* for *approach* (use simple past)

b RECAST, using a non-defining relative clause: *The speed of the train, which was approaching 60 m.p.h. when it reached the cutting, (continued to increase).*

c RECAST Nos. 1-4, omitting *speed* or *temperature*: *The train was approaching 60 m.p.h. at the cutting.*

e (I) *People and Societies approach Points, Periods of Time* in the future; *Points, Periods of Time* in the future **approach**

- 1 We are approaching *summer* in these latitudes.
- 2 We are now approaching *the month of the migration of the swallows.*
- 3 She's approaching *her twenty-first birthday.*

- 4 They are approaching *the moment of parting*.
- 5 We're approaching *the hour of departure*.
- 6 They are approaching *the time of decision*.
- 7 The company is approaching *a difficult year*.
- 8 The industry is approaching *a period of intensified competition*.
 - a READ ALOUD substituting (i) *get close(r) to* or (ii) *draw near*. (Omit 7, 8)
 - b RECAST, using the object as subject, on the model: *Summer in these latitudes is approaching*; *Summer in these latitudes is drawing near*.
 - c CONSTRUCT BRIEF SENTENCES in which *approaching* is used as an adjective: *The approaching summer (will change this landscape)*.
 - d READ ALOUD in the past continuous tense: *We were approaching ...*

e (II) *People, Bodies or Certain Lengthy Processes approach Points, Stages, Phases in their development (in the future at the time described)*

- 1 *Our country* now approaches *the commencement* of a new era.
- 2 *We* were approaching *the most exciting part* of the film when the lights failed.
- 3 *We* are approaching *the hardest part* of the experiment.
- 4 *She* is now approaching *the most difficult stage* in learning to speak a language.
- 5 *The war* was approaching *the turning point* late in 1942.
- 6 *The war* was approaching *the end of the beginning*, not *the beginning of the end*, in 1942.
- 7 *This student* is rapidly approaching *the point* where she will have to specialise.
- 8 *The company* is approaching *a period* of consolidation.
- 9 *The patient* is approaching *the crisis*.
- 10 *The play* now approaches *its climax*.
- 11 *Caesar* was approaching *the zenith* of his powers.
- 12 *We* are now approaching *the end* of this series of negotiations.
- 13 *The building* of our laboratory is approaching *completion*.
- 14 *The work* on the new dictionary is approaching *finality*.
- 15 *This lengthy series* of experiments is now approaching *its final phase*.
 - a READ ALOUD, substituting *is/are* (*was/were*) *nearing* for *approach*.
 - b RE-READ, prefixing *There can be little doubt that ...* and *It is obvious that ...*
 - c RECAST, using the object phrase as subject, e.g.: *The commencement of a new era is/was approaching*. (Omit 12, 13, 14)
 - d RECAST on the model: *The approach to the commencement of a new era* (should be welcomed). (Omit 12, 13, 14)

f *People or Bodies approach Changes in Mental or Physical States or Conditions; Things approach physical Changes in States and Conditions*

- 1 *The escapees* are approaching *exhaustion*.
- 2 *The fugitives* were approaching *a state of panic*.
- 3 *The prisoners* were approaching *a state of mind in which desperate action was acceptable*.
- 4 *Industry* is approaching *a condition of over-production*.
- 5 *Marlborough* was then approaching *maturity* in full possession of his powers of intelligence and judgement.
- 6 *This great insurance company* is now approaching *bankruptcy*.
- 7 *The Roman Empire* was approaching *dissolution* in A.D. 500.
- 8 With the fall in temperature, *the liquid* was approaching *solidity*.
- 9 With the rise in temperature, *the solid* was approaching *a gaseous state*.
- 10 With handling, *the putty* was approaching *a condition of plasticity*.
 a RECAST on the model: *The escapees were in a condition approaching exhaustion.* (Omit 3, 5, 6)
 b RECAST on the model: *Exhaustion is approaching.* (Omit 8, 9, 10)

g *People approach Other People in a Quality or Characteristic; Materials approach Other Materials (in) (for) a Quality*

- 1 *Napoleon* approaches *Scipio* in his acute tactical and strategic sense.
- 2 *Marlowe* approaches *Shakespeare* in poetic power.
- 3 *Mr. Johnson* approaches *Mrs. Johnson* in verbosity.
- 4 *Mrs. Younge* approaches *Mr. Olde* in garrulity.
- 5 *The younger Pitt* approaches *his father* in his ability to sway the Commons.
- 6 *The plastics* approach *leather* for (in) durability.
- 7 *Leather* now approaches *the plastics* for (in) cheapness.
- 8 *Synthetic rubber* approaches *the natural product* for (in) flexibility.
- 9 *Aluminium* approaches *copper* for (in) electrical conductivity.
- 10 *Uranium* will approach *coal* as a source of power by 1980.
 a READ ALOUD in the interrogative negative form: *Doesn't Napoleon approach ...?*
 b READ ALOUD, substituting *equal* OR *approximate to* for *approach*.
 c READ ALOUD on the pattern:
 No one can approach Scipio in ...
 Nothing can approach leather for ...
 d RECAST on the model: *For sheer tactical sense Napoleon approaches Scipio.* (Omit 5, 10)

Written exercises

The letters designating exercises refer also to the relevant vocabulary section.

ELEMENTARY

a (1) Describe in a paragraph the physical geography of your town, district or country, using some *a*-type vocabulary, with *approach*.

(2) Describe the course of a great river or highway, using *a*-type sentences with *approach*.

b Write a humorous paragraph with as many *b*-type sentences as possible, describing your experiences in attempting to make a complaint in a big store or office to a variety of employees.

INTERMEDIATE

c Write a paragraph using *approach* with *c*-type vocabulary, describing either a scientific or an emotional approach to any current problem.

ADVANCED

d (1) Read aloud the paragraph below, then, using it as a model, write a similar statement for an imaginary business of which you are secretary. (*d*-type sentences) 'The year has been a very successful one for our company. Production has increased in all divisions and there is a good public demand for our products. Our production of washing-machines is approaching 50,000 units annually, while that of fans approaches double this number. In the air-conditioning division, units sold approach 5,000; and since balancing date, sales are nearing 7,000. The new factory at Jackston is approaching completion, and when operating it is expected to raise the number of our employees to a figure approaching 3,000.'

(2) Describe your country's industrial production, using *d*-type sentences giving statistics.

e (1) Write a paragraph describing the sporting fixtures of your college which are approaching in the near future.

(2) Write a paragraph using some *e*-type sentences, on one of the following: (a) the course of a disease; (b) the development of an institution; (c) the rise and fall of an historical character.

f (1) Describe, in a paragraph using some *f*-type sentences, the development of an historical process, e.g. the fall of Rome, the rise of Venice.

(2) Describe in a comical way, in a paragraph using *f*-type sentences, the last round of a boxing match.

(3) Write a comical description using *f*-type sentences, of changes of physical and mental states you approach during your normal day.

(4) Using some *f*-type sentences, describe in a paragraph some physical changes you observe in materials in the course of scientific observation or experiment.

g Write a humorous paragraph using *g*-type sentences, describing your own character, e.g.: *While I cannot approach ... in eloquence, I am rarely at a loss for words.*

bear and stand

Demonstrable

BEAR

- i He *bears* a heavy load of books.
- ii He *bears* the weight.
- iii Trees *bear* fruit.
- iv I am twisting his arm; he *bears* the pain.
- v The table *bears* my weight.
- vi Paper won't *bear* pressure.
- vii This line *bears* to the left.
This line *bears* to the right.
- viii This coin *bears* the image of the Queen's head, and of Britannia.
- ix This packet *bears* a well-known brand.
- x What resemblance does this triangle *bear* to that?
What similarity does this triangle *bear* to that?
- xi 'I saw him do it', says Bill.
Bill *bears* witness.

STAND

- i He *is standing* still by the table.
- ii He *stands* the weight.
- iii A tree *stands* in the field.
- iv I am twisting his arm; he *is standing* the strain.
- v The table *stands* my weight.
- vi Paper won't *stand* pressure.
- vii He *is standing apart*.
He *is standing aloof*.

Non-demonstrable and abstract

ELEMENTARY

- α** People *bear* Names, Marks, Features, Expressions (obsolescent); Documents *bear* Names, Dates, Numbers, Signatures, Stamps, A Coat of Arms

- 1 He bore a famous name.
- 2 Generation after generation bore the family feature – the Hapsburg lip.

- 3 They bore *the scars of battle*.
- 4 He bore *the marks* of his experiences on his face.
- 5 He bore *a haughty expression*.
- 6 The cheque bore *the drawer's signature and the number 53-6176*.
- 7 The transfer bore *the date and the necessary stamps*.
- 8 The document bore *the seal of the corporation*.
- 9 Every receipt should bear *the name of the firm and a number*.
- 10 The envelope bore *a coat of arms*.
 - a READ ALOUD in the simple present tense.
 - b READ ALOUD, substituting *carry* for *bear*. (Omit 5)
 - c READ ALOUD on the pattern: '*Bearing a famous name, he (worked hard to be worthy of it).*'

b *Things bear Names, Dates, Numbers, Marks, Stamps, Insignia, Devices, Mottos*

- 1 Each car engine bears *a number* on the engine block.
- 2 Each chassis (body) bears *a different number and the date of manufacture*.
- 3 The product bears *our trade mark and letters* showing when it was manufactured.
- 4 The number plate bears *the letters XYZ and the numbers 576*.
- 5 The machine bears *the maker's name*.
- 6 The banner bore *the device (motto) 'Excelsior'*.
- 7 His shield bore *the insignia* of a black eagle.
- 8 The gold bars bear *the seal* of the Mint.
- 9 The metal bears *the stamp of .981 purity*.
- 10 Each girder bears *the stamp* of high-quality steel.
- 11 The city bears *the signs* of the ravages of the recent earthquake.
 - a READ ALOUD in reported speech.
 - b READ ALOUD, substituting *carry* for *bear*.
 - c RE-WRITE on the following pattern: *Bearing a number on the engine block, each car engine (is easily traced).*

c *People, Bodies bear/stand Expense*

- 1 His family bore *the entire expense* of his education.
 - 2 The firm bore *the cost* of transport of his effects.
 - 3 The consigner bore *the transport charges*.
 - 4 The consignee bore *the handling charges*.
 - 5 The buyer bore *the cost* of stamp duty and commission.
- (NOTE: Colloquially, *stand* tends to be used here interchangeably with *bear*; but in a formal situation, or in writing, it is better not to use *stand*.)

- a READ ALOUD in the present continuous tense.
- b READ ALOUD, substituting *pay* for *bear* (*the cost of*).
- c READ ALOUD in the passive voice: *The expense ... was borne by ...*
- d RECAST on the following pattern: *Having borne the entire expense ... the family* (expected some return).

d *People bear* other people *Malice, Ill Will, Love* and *Affection*

- 1 I bear him *no ill will*.
- 2 He bears me *no malice*.
- 3 They bear *a lifelong affection* for each other
- 4 I do this for *the love* I bear you.
- 5 They bear her family *a grudge*.
- a READ ALOUD in the simple past tense.
- b READ ALOUD in reported speech.

INTERMEDIATE

e *People cannot bear/stand Other People, Actions* or *Things* they dislike a great deal

- 1 I can't bear *Joyce*. 1 Joyce can't stand *me*.
- 2 She can't bear *that colour*. 2 She can't stand *that colour*.
- 3 He can't bear/stand *doing things* a second time.
- 4 He cannot bear/stand *the idea* of doing things a second time.
- 5 She cannot bear/stand *travelling* with her back to the engine.
- 6 He cannot bear/stand *people calling him 'Dave'* instead of 'David'.
- 7 She cannot bear/stand *that stupid look* on his face.
- 8 I cannot bear/stand *the sight of blood*.
- 9 I cannot bear/stand *poor workmanship*.
- 10 This artist cannot bear/stand *criticism*.
- 11 I can't bear/stand *his gossiping*.
- 12 The lecturer cannot bear/stand *our talking* in class.
- 13 The Manager cannot bear/stand *her making such mistakes*.
- 14 No woman could bear/stand *his behaving* like that.
- 15 They can't bear/stand *being the subject of a joke*.
- 16 They can't bear/stand *being laughed at*.
- 17 No one can bear/stand *being kept waiting* for hours.
- 18 He can't bear/stand *being kept talking* for hours.
- 19 She can't bear/stand *being reprimanded*.

- 20 She can't bear/stand *being sworn at*.

(NOTE: While *can't bear* and *can't stand* mean DISLIKE, *bear* and *stand* do not mean LIKE. They mean PUT UP WITH OR TOLERATE.)

a READ ALOUD, substituting *dislike* for *can't bear/stand*. (Omit 14, 17)

b READ ALOUD in the following pattern: *Joyce is unbearable*.

c READ ALOUD in reported speech.

d RECAST with structural *it*: *It's obvious I can't stand Joyce*.

f People *bear* Credentials: Things *bear* Guarantees

- 1 I bear *a letter of introduction* from your friend Mr. Jones.

- 2 They bear *a strong recommendation* from their previous employers.

- 3 Our client bears *a letter of credit*.

- 4 The watch bears *a five-year guarantee and a certificate of workmanship*.

- 5 The company is not attempting to deny that the television set bears *their warranty*.

a READ ALOUD in the simple past tense.

b READ ALOUD as reported speech. (He said that ...)

c READ ALOUD, substituting *carry* for *bear*.

d RECAST 1-3 on the following pattern: *I am the bearer of ...*

ADVANCED

g People *bear* Burdens, Responsibility and the resultant *Blame*

- 1 The officer bears *the burden of command*.

- 2 The N.C.O. bears *the burden of leadership*.

- 3 The foreman bears *the blame* for the decision.

- 4 The Corporation bears *the liability* for the payment of these sums.

- 5 The Secretary bears *the entire responsibility* for these changes in office procedure.

- 6 The Board bears *the ultimate responsibility* for policy.

- 7 Those who make decisions bear *the onus* for them.

a READ ALOUD, substituting *carry* for *bear*. (Omit 7)

b READ ALOUD in the passive voice.

c RECAST on the following pattern: *Bearing the burden of command, the officer ...* (Omit 7)

d READ ALOUD in the simple past tense. (Omit 7)

h (a) People *bear/stand* Physical and Mental Strain

- 1 He can't stand/bear *the heat (hot weather)*, while his wife can't stand/bear *the cold (cold weather)*.

- 2 People of this age cannot stand/bear *pain* as did their forefathers.

- 3 The infantry stood/bore *the bombardment* through the entire day.
- 4 They could not stand/bear *the strain* of waiting.
- 5 These people will stand/bear *the stresses* of city life.
- 6 Only a person in sound health can stand/bear *the pressures* of modern life.
- 7 That runner can stand *the pace*. (Not with 'bear')
 - a READ ALOUD, substituting *put up with* or *withstand* for *stand/bear*. (Omit 7)
 - b RECAST on the following pattern: (Un)Able to bear the heat, (he looks forward to the winter).
 - c READ ALOUD, substituting *tolerate* for *bear/stand*. (Omit 3)

h (b) Materials, Structural Features, *stand/bear* Treatment (Strain, Stress)

- 1 These shoes will stand/bear *hard wear*.
- 2 The metal will stand/bear *a temperature of 500 degrees F. and a pressure of 2,500 lbs. to the square inch*.
- 3 The limb will stand/bear *the weight* of a 60 lb. load.
- 4 Glass will stand/bear *the corrosive effect* of the acid.
- 5 Reinforced concrete will stand/bear *the shocks* of earthquakes.
- 6 This plastic will stand/bear *the stresses* of normal twisting and pulling.
- 7 These pylons stand/bear *the strain* of the combined weight of the bridge and its traffic.
 - a READ ALOUD, substituting (i) *withstand* and (ii) *will be subjected to* for *bear/stand*.
 - b READ ALOUD in the passive voice of *bear* only. (Omit 1)
 - c RECAST on the following pattern: *Able to bear hard wear, the shoes (are good value)*.

i People *bear/stand* Drugs, Poisons (to a level of tolerance)

- 1 Most people can bear/stand *very small quantities of arsenic* taken internally.
- 2 Most people can bear/stand *any amount of barium sulphate* taken internally.
- 3 No one can bear/stand *the smallest amounts of barium sulphide* taken internally.
- 4 This patient can bear/stand *no further applications of mercurous chloride*; his skin is obviously allergic to it.

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5 The patient can bear/stand *a greatly increased dose of morphia* before the drug is effective.

a READ ALOUD, substituting *tolerate* for *bear/stand*.

b RECAST on the model: *Very small quantities of arsenic taken internally can be borne by most people.*

j *Things bear the Mark, Stamp, Signs of a Characteristic*

1 The work bears *his stamp*: it is careful, curt and exact.

2 The painting bears *the unmistakable marks* of Rembrandt's style, and is genuine.

3 The poem bears *the imprint* of Shakespeare in its vocabulary and style, but the subject is one he could scarcely have chosen.

4 The postmark is not authentic; it bears *evidence* of having been tampered with.

5 The signature bears *all the signs* of authenticity.

6 William the Conqueror bore *the stigma* of illegitimacy.

a READ ALOUD, substituting (i) *carry* (Omit 4), (ii) *exhibit* for *bear*. (Omit 4, 6)

b READ ALOUD in the simple past tense. (Omit 6)

c RECAST on the following pattern: *Bearing his stamp, the work ...*

k *People, Things and Work(s) bear Resemblances to Others*

1 The photograph bears *no likeness at all* to Mr. X.

2 He bears *a strong resemblance* to his father.

3 This crime bears *a striking similarity* to his previous crime.

4 The organisation of the mediaeval church bears *an analogy* to that of the feudal society in which it flourished.

5 The two accounts bear *a remarkable semblance* of truth.

6 The evidence of these witnesses bears *an unusual degree of correspondence*; is the evidence fabricated?

a READ ALOUD in reported speech.

b RECAST on the following pattern: *Bearing no likeness at all to Mr. X, the photograph* (is useless).

c READ ALOUD in the simple past tense.

l *Subjects, Our Opinions and Works bear/stand Discussion, Comparison, Scrutiny, Analysis, Examination*

1 This topic will not bear/stand *discussion*.

2 This statement will not bear/stand *inquiry*.

- 3 This plan will not bear/stand *study*.
- 4 This scheme will not bear/stand *inspection*.
- 5 This project will not bear/stand *investigation*.
- 6 The conclusions of this report will not bear/stand *examination*; they are not substantiated in the report itself.
- 7 The estimates of production will not bear/stand *looking into*; they are based on false assumptions.
- 8 These two reports will not bear *comparison*.
- 9 The method of classification will not bear/stand *analysis*.
- 10 The results of this research will not bear/stand *scrutiny*; they are inaccurate.
 - a READ ALOUD, inserting *close* or *further* or *critical* before the object of *bear*.
 - b RECAST on the following pattern: *It was thought that the topic would not bear discussion.*
 - c RECAST on the following pattern: *On discussion this topic (was found to be unrewarding).*
 - d READ ALOUD in reported speech: *He said ... would not bear ...*

m *Decisions, Judgements, Agreements (already made) stand (despite opposition)*

- 1 I cannot change my mind; *my decision* stands.
- 2 The Committee will not reconsider the matter; the *resolution* stands.
- 3 He will not make another offer. His *first bid* stands.
- 4 He does not revise his opinion; his *first impression* stands.
- 5 They will not allow any interference; *their judgement* stands.
- 6 We cannot revise this clause; *the original wording* stands.
- 7 The Corporation cannot cancel the contract; *the agreement* stands.
- 8 The country cannot denounce a treaty made by the previous government; *the treaty* stands.
 - a READ ALOUD, adding *despite what has happened since*.
 - b READ ALOUD, substituting *remain unaltered* for *stand*.
 - c RECAST on the following model: *I stand by my decision; I cannot change my mind.*

n *Matters bear A Relation(ship) to Other Matters*

- 1 This question bears *a relation* to the larger matter of import policy.
- 2 This matter bears *some relation* to Section 102 of the Act.
- 3 Section 102 of the Act bears *a connection* to this topic.
- 4 This proposal bears *a relation* to the previous proposal.

- 5 These two apparently disconnected events bear *some relation(ship)*, I feel sure, although I cannot see the connection now.
 - a READ ALOUD in the negative form: *bears no relation to ...* (Omit 5)
 - b READ ALOUD, substituting *bear on* and *has a bearing on* for *bears a relation(ship)/connection to ...* (Omit 5)
 - c RECAST on the following pattern: *Bearing a relation to ..., this question (must await a decision on the larger matter).*

o *Figures, Sizes, Costs, Etc., bear Ratios, Proportions, Relation(ship)s to Each Other*

- 1 These numbers bear *a constant ratio* to those.
- 2 The size of his donation bears *little relation* to his income.
- 3 The corresponding sides of these two triangles bear *a similar relation(ship)* one to another.
- 4 Our total costs bear *a constant proportion* of labour costs.
- 5 These series bear *a constant relation(ship)* which may be expressed by this formula.
- 6 The statistics bear *a direct ratio* to one another.
- 7 The expressions bear *an inverse proportion*.
- 8 The rate of infant mortality in the community bears *a direct relation* to the general level of the practice of hygiene.
- 9 The degree of success attained bears *a relation(ship)* to the care in planning.
 - a READ ALOUD in the passive voice.
 - b READ ALOUD, substituting (i) *have*; (ii) *exhibit* for *bear*.
 - c RECAST on the following pattern: *Bearing a constant ratio to those, these numbers ...*

p *People stand To Lose, To Gain (In + noun) By an action*

- 1 *He stood to gain* in status by remaining at his present post.
- 2 *She stood to gain* in salary by improving her shorthand speed.
- 3 *Smokers stand to gain* in health by giving up smoking.
- 4 *We all stand to gain* by obeying the rules and regulations.
- 5 *We all stand to gain* by following the rules and regulations.
- 6 *We all stand to gain* by conforming to the rules and regulations of society.
- 7 *We all stand to gain* by adhering to the rules and regulations.
 - a READ ALOUD, substituting *lose* for *gain*. (Omit 2, 3, 6)
 - b RECAST on the following model: *Despite the fact that he stood to gain in status by remaining at his post, he did not do so.*

q Conclusions *stand* to Reason

Pattern: *It stands to reason that ...*

- 1 It stands to reason that *heat will quicken the speed of the reaction.*
- 2 It stands to reason that *this information changes the entire situation.*
- 3 It stands to reason that *greater use of fertilisers will affect farm productivity.*
- 4 It stands to reason that *the degree of accuracy of these observations affects the results.*
- 5 It stands to reason that *regular maintenance will favourably affect the life of the machine.*
- 6 It stands to reason that *shock will adversely affect the patient's condition.*
- 7 It stands to reason that *this new development will hardly affect the outcome.*
- 8 It stands to reason that *the incidence of fatigue seriously affects the rate of accidents.*

(NOTE: Rarely used in any other tense than the simple present and past.)

a READ ALOUD, inverting the order of the clauses: *That heat will quicken the speed of the reaction stands to reason.*

b READ ALOUD, substituting *It is undeniable* for *It stands to reason*.

c READ ALOUD in the reported form: *He said it stood to reason that heat would quicken ...*

Written exercises

ELEMENTARY

a Write five sentences concerning checking the details on an important document, on the model: *He checked that the agreement bore the date.*

Write a short paragraph describing a face which bears the marks of life's experiences.

b Describe in detail either (a) the distinguishing marks on an industrial product, or (b) a shield with its devices and mottos. (*Bear only*)

c Write a short paragraph, using *bear* and *stand*, on your present or future expenses.

d Write a paragraph on your emotional relations with your family or your friends. (*Bear only*)

INTERMEDIATE

e Make up five sentences, each with *bear* and *stand*, about your own personal likes and dislikes of people and things.

f Describe, either (a) the departure of a country boy for the city armed with credentials, or (b) the certificates and service warranties and marks, etc., borne by modern industrial products. (Use *bear* only)

ADVANCED

g Write a paragraph on the responsibilities borne by (a) a person in a position of responsibility, or (b) a series of people with related responsibilities in an organisation. (Use *bear* only)

h Write a paragraph, using *bear* and *stand*, describing the climatic and other strains borne by people in the Antarctic or on the Equator.

i Write a paragraph on the treatment, strains and stresses borne by a modern structural or industrial material. (Use *bear* and *stand* alternately)

j Write a paragraph on types of individuals in relation to their levels of tolerance of various drugs.

k Write a page of conversation in which one person contradicts another about the evidence for authenticity in the characteristics of a work. (Use *bear* only)

l Describe in a paragraph either (a) resemblances and contrasts, physical and mental, in your own family; or (b) similarities and contrasts in the work of any two authors. (Use *bear* only)

m Using *bear* and *stand*, discuss the validity of any theory or evidence you know of or can invent.

n Write five sentences on the model: *Once he makes up his mind, his decisions stand* – substituting other words for *decisions*.

o Using *bear* and *relation(ship)* and *connection*, show briefly how progress in one field of knowledge affects others.

p Using *bear* with *figures* and *ratios*, discuss a mathematical, scientific or commercial subject (e.g. amount and type of company capital in relation to profits and taxation).

q Using *stand* with *to lose* or *to gain*, discuss a commercial treaty, agreement or deal.

r Using *It stands to reason that ...* defend in a page your general opinions on politics, economics or on a scientific question.

break

Demonstrable

- i He *is breaking* the thread.
- ii He *is breaking* the chalk.
- iii The cup fell and *is broken*.
- iv He *is breaking* the silence with a whispered 'Sh'.
- v He *is breaking* the force of the blow with his forearm.
- vi Jack is holding a book. Jim *breaks* his hold and takes the book.
- vii My two thumbs are touching. They are in contact. I move them apart. I *break* contact.

Non-demonstrable and abstract

ELEMENTARY

a *Certain Natural Phenomena break*

- 1 It is 5 o'clock; *day* is breaking.
- 2 It is 5 o'clock; *dawn* is breaking.
- 3 *Huge waves* are breaking on the reef.
- 4 *The weather* is breaking: after five fine days, we shall now have some rain.
- 5 *Light* is breaking through the clouds.
- 6 *The storm* is breaking over the mountains.
- 7 *The clouds* are breaking, and the sun is coming out.
- 8 In spring, the *ice* breaks.
 - a READ ALOUD, putting *break* into the past continuous, present perfect (omit 8) and future tenses.
 - b READ ALOUD, substituting a different verb for *break* in each sentence.

b *Things break* (the force of) *The Wind, Impact, Fall* *People break Bad News* to others

- 1 *The windscreen of the car* breaks *the force* of the wind.
- 2 *The resilience of the rubber* breaks *the impact* of the blow.
- 3 *Deep snow* broke *his fall* so that he landed unhurt.

- 4 He put up his arm and broke *the force* of the blow with his forearm.
- 5 *The liquid in the cylinder breaks the shock of the recoil.*
- 6 'Have you broken *the bad news* to him yet?'
- 7 'Has he broken *the good tidings* to her yet?'
- a READ ALOUD in the interrogative simple past tense. (Omit 'yet' in 6 and 7)
- b READ ALOUD in the passive voice.
- c RECAST on the following pattern: *By breaking the force of the wind, the windscreen ...*
- d READ ALOUD, substituting *lessen the impact of* throughout, in place of *break*. (Omit 2, 6 and 7)

INTERMEDIATE

c *People, Things or Actions break People's Hearts, Spirits, Will*

- 1 *The revolt of his daughters* completely broke *the spirit* of the ageing king.
- 2 *This last proof of ingratitude* broke *Wolsey's heart*, and he died on the journey to London.
- 3 Her marriage broke for ever *her desire* to return to the country of her birth.
- 4 *Parents* recognise that they have to break *a spoilt child's will*.
- 5 This unhappy love affair broke *his heart* and he became a monk.
- a READ 1-3 ALOUD in the past perfect (pluperfect) tense.
- b READ ALOUD in the passive voice.

d *People break Journeys, Actions or Processes Going on Continuously (Service, Leave, Habits, Contact) Things break Connection, Contact, Circuit*

- 1 They broke *their journey* at Karachi, Istanbul and Athens, and very much enjoyed a stay in each city.
- 2 The secretary broke *his leave* to go to see the Minister.
- 3 He broke *twenty years' service* with this sudden inexplicable resignation.
- 4 She broke *the habit* of a lifetime that night, when she sat up till two in the morning reminiscing.
- 5 The author broke *the continuity* of his story with long descriptions.
- 6 This device on the thermostat breaks *contact* when the set temperature is exceeded.
- 7 As the rotor arm moves, it makes and breaks *the connection*, and this action in turn breaks *the circuit*.

- 8 The occasional village broke *the monotony* of the forest.
- 9 The new bottling machine broke *the record* by filling and sealing 5,000 bottles in an hour.
 - a READ ALOUD, changing *break* to the present tense continuous or habitual. Make other changes in the sentences as may be necessary.
 - b READ ALOUD in the passive voice, past and future of *break*.
 - c RECAST on the following pattern: *Breaking their journey at Karachi, Istanbul and Athens, they ...*
 - d READ ALOUD, substituting *interrupt* for *break*. (Omit 3, 4, 6, 7 and 9)

ADVANCED

e *People break their Word, Promise, Vow, Oath*

- 1 If you break *your word*, you must expect people to remember it.
- 2 If we break *this promise*, we must expect trouble.
- 3 If she breaks *the vow*, the consequences for her will be serious.
- 4 If he breaks *his oath*, he will regret it.
- 5 If they break *their undertaking* to abide by the agreement, it is void.
- 6 If they break *their obligations*, their word will never be trusted.
- 7 If we break *an engagement*, we must inform the people concerned first.
 - a READ ALOUD in the negative form: *If you don't break your word, you need not expect people to remember it.* (Omit 6)
 - b READ ALOUD the if-clause in the passive voice.
 - c READ ALOUD in the improbable conditional: *If you broke ..., you would have to expect ...*
 - d RECAST in the following pattern: *People will remember your breaking your word.*
 - e READ ALOUD, substituting *do not keep* for *break*. (Omit 5, 6)

f *People break Rules, Regulations, Laws, Contracts*

- 1 If players break *the rules*, they must expect penalties.
- 2 If the members break *the regulations*, they must be penalised.
- 3 If citizens break *the law*, they must expect punishment.
- 4 If people break *a contract*, they must expect penalty clauses to operate.
- 5 If people break *conditions they have accepted*, they must expect penalty clauses to apply.
- 6 If one of the parties breaks *an agreement*, the other invokes penalty clauses.

- 7 If a country breaks *a treaty*, the other signatory may denounce it.
 - a READ ALOUD in the negative form: *If players do not break the rules, they need not expect penalties.*
 - b READ ALOUD in the passive voice, past, present and future (both clauses).
 - c RECAST on the following pattern: *On breaking the rules, players must expect penalties.* (Omit 6, 7)
 - d READ ALOUD in the improbable conditional: *If players broke ..., they would have to expect ...*
 - e READ ALOUD, substituting *infringe* for *break*. (Omit 4, 7)

g *People, Things or Processes break Power, Resistance, Opposition, A Hold (of) (on)*

- 1 It required two Army divisions to break *that embittered resistance*.
- 2 It required all the Prime Minister's influence to break *the opposition* in his own party.
- 3 The fire of the regiment broke *the attack*.
- 4 This newspaper helped to break *the hold of the country party* on the farmers.
- 5 These measures broke *the grip* of the party on the trade unions.
- 6 Commutation payment, in place of duties, was the beginning of that long process which was eventually to break *the power* of the barons.
 - a READ ALOUD in the future tense. (Omit 6)
 - b RECAST on the following pattern: *The breaking of that embittered resistance ...* End as you will.
 - c RECAST on the following pattern: *Breaking that embittered resistance required two divisions.*
 - d READ ALOUD, substituting *subdue* or *repulse* for *break*. (Omit 6)

h *People or Things break Ties, Bonds, Relation(ship)*

- 1 At eighteen he broke *the ties* which bound him to his family and home and went to Africa.
- 2 These events broke for ever *the ties of friendship* which bound Harold to him.
- 3 Divorce breaks *the bond of matrimony*.
- 4 This unfortunate letter broke *the new relation(ship)* which might in more favourable circumstances have flourished.

- 5 The death of her mother broke *the sole remaining link* with her homeland.
- a READ ALOUD in the future tense.
 - b READ ALOUD in the passive voice.
 - c RECAST 1-3 with the subject pattern: *The broken family ties ...*
End as you will.
 - d READ ALOUD, substituting *dissolve* for *break*. (Omit 5)

Written exercises

ELEMENTARY

- a Write a short descriptive paragraph on dawn at the seashore after a stormy night.
- b Write a brief paragraph describing a wrestling match, using as many *b*-type sentences as possible.

INTERMEDIATE

- c Write a paragraph describing the fall of an historical figure, e.g. WOLSEY, or a figure from literature, e.g. LEAR. (*c*-type sentences)
- d (1) describe an imaginary journey with many breaks (pattern *d-I*) in a paragraph.
OR
(2) Write a paragraph detailing all the devices on a bicycle or a motor car which break impact or contact. (*b*- and *d*-type sentences)

ADVANCED

- e You dislike a certain person, who cannot be trusted to do anything he says he will. Write a paragraph, using *e*-type sentences, saying why you dislike him. (DO NOT use *vow* or *oath*)
- f Describe in a paragraph how an ignorant driver breaks a number of traffic regulations without knowing it (*f*-type sentences). Make it funny if you can.
- g Write a paragraph describing any historical process in which the hold of a class or country was broken (*g*-type sentences): e.g. the hold of the guilds on the medieval town, or the hold of Rome on Gaul.
- h Describe in a paragraph how, as people grow to maturity, they break the ties of infancy, childhood and adolescence. (*h*-type sentences)

carry

Demonstrable

- i He *is carrying* the chair across the room.
- ii She *is carrying* a book in her hand.
- iii I usually *carry* my cheque book in my hip pocket.
- iv He is sitting on a chair. The chair *carries* his weight.
- v The matchbox *will not carry* the weight of the table leg.
- vi My voice *carries* to the back of the room.
- vii The pipe *carries* water to the basin.
This wire *carries* the electric current for the lighting of this room
- viii This package *carries* the trade mark of a well-known brand.
- ix The light from this torch *carries* to the ceiling.
- x Today's paper *carries* the story of a murder on the front page. It *carries* the foreign news on the middle pages, and the advertisements on the back page.
- xi This tree *carries* a heavy crop of fruit.
- xii He *carries* his head high.
- xiii If I throw this piece of chalk, it will not *carry* across the playground.

Non-demonstrable and abstract

ELEMENTARY

α *Roads, Railways, Canals, Bridges carry Traffic, Loads and Materials; Generators carry Loads; Wires, Cables carry Electric Current*

- 1 *The main road carries* six lanes of traffic.
- 2 *The railway line can carry* 1,000 tons of goods traffic a day in each direction.
- 3 *The new bridge carries* loads up to 200 tons.
- 4 *The St. Lawrence Canal carries* sea-going ships to the Great Lakes.
- 5 *The conveyor-belt carries* 2,000 tons of mineral an hour.

- 6 *The rivers carry the trade between these towns.*
- 7 *These generators carry the peak load with ease.*
- 8 *The Mississippi carries an enormous load of silt, running into millions of tons annually, into the sea.*
- 9 *This 36-inch pipe carries natural gas to the coast.*
- 10 *The high-tension wires carry a current of 20,000 volts.*
- 11 *These cables carry the electricity supply to the town.*
 - a READ ALOUD, substituting *bear* (1-8) for *carry*; and *conduct* (9-11) for *carry*.
 - b READ ALOUD in the passive voice.
 - c RECAST on the following model: *Carrying six lanes of traffic, the main road* (runs from Johnston to Williamston).
 - d READ ALOUD in the future tense. (Omit 4, 6, 8)

b *Sounds, Lights carry; Wind, Air carry Sounds, Smells, Flames; Metals carry Heat*

- 1 *The sound of the explosion carries ten miles.*
- 2 *The headlights of the car carry to the house in the field.*
- 3 *The light from this torch carries to the top of that tree.*
- 4 *The wind carries the sound of the orchestra far over the lake.*
- 5 *The offshore breeze carries the smell of flowers far out to sea.*
- 6 *An easterly breeze carries the smell of copra all over the town.*
- 7 *A stiff breeze carries the flames to the adjoining house.*
- 8 *A gale carries the fire through the town.*
- 9 *Copper carries heat well; it is a good conductor.*
 - a READ ALOUD, inserting *could* (1-8), and *can* (9).
 - b READ ALOUD in the simple past tense. (Omit 9)
 - c READ ALOUD in the passive voice. (Omit 1-3)

c *People, Printed Material carry Stories, Messages, Information, Appeals (to Someone) (to Some Place)*

- 1 *The boy carried tales to his teacher.*
- 2 *The Scout carried the message to the Scoutmaster.*
- 3 *The children carried their woes to their mother.*
- 4 *The reporter carried the story to his editor.*
- 5 *The young men carried their complaints to their chief.*
- 6 *The officer carried the information to his superior.*
- 7 *The bulletin carries up-to-date information to its subscribers.*
- 8 *The article carries a plea for tolerance and patience.*
- 9 *The report carries an appeal for help.*
- 10 *The old man carried his secret to the grave.*

- 11 The report carried *a recommendation* for financial assistance.
 - a READ ALOUD, substituting *take* for *carry* (1-7, 10); and *include* for *carry* (8-9, 11).
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *Carrying tales to his teacher, the boy* (was not popular with his classmates).

d *Meetings or Bodies carry Votes, Resolutions, Motions, Amendments*

- 1 *The meeting* carried a vote of thanks to the Chairman with acclamation.
- 2 *The Committee* carried the resolution unanimously.
- 3 *The Government* carried the Bill through Parliament by a narrow margin.
- 4 *The meeting* carried a motion expressing appreciation of the secretary's services.
- 5 *The meeting* then carried the amended motion.
 - a READ ALOUD in the passive voice.
 - b READ ALOUD, substituting *pass by* (the meeting) for *carry* in the passive voice.
 - c RECAST on the following pattern: *Having carried a vote of thanks to the Chairman with acclamation, the meeting* (broke up).

e *Insects, Vermin, Other Means carry Germs, Infection, Disease*

- 1 *Flies* carry germs; so do dirty hands.
- 2 *The well-water* is polluted and is carrying dysentery.
- 3 *Mosquitoes* carry malaria or filariasis.
- 4 *Infected instruments* carry disease.
- 5 *The breath* carries this infection.
- 6 *Uncooked pork* may carry a liver complaint.
- 7 *The air* itself carries bacillae of many diseases.
 - a READ ALOUD, substituting *transmit* for *carry*. (Omit 2, 7)
 - b READ ALOUD in the passive voice.

INTERMEDIATE

f *Troops, Their Tactics carry Ground, Defended Localities, The Day* (victory)

- 1 *Our troops* carried the hill at the first assault.
- 2 *A flank attack* finally carried the town.
- 3 *A night attack* carried Point 24.

- 4 *Infantry* supported by artillery and tanks carried the Mareth Line.
- 5 *The tanks* carried the first line of defence.
- 6 *Our troops* carried the day at Waterloo after heavy fighting.
 - a READ ALOUD in the passive voice.
 - b READ ALOUD, substituting *take* for *carry*. (Omit 6)
 - c RECAST on the following pattern: *Carrying the hill at the first assault* (our troops pressed on).

g *Money, Securities carry (Money) Interest, Returns, Yields*

- 1 *A savings bank deposit* of £100 over two years carries more than £5 interest at compound interest rates.
- 2 *These bonds* carry an interest rate of 5%.
- 3 *These safe investments* carry a yield of 3%.
- 4 *The shares* carry a dividend of 1s.
- 5 *Money at call* carries a lower rate of return.
- 6 *Money on fixed deposit* carries a higher rate of interest.
- 7 *Risky securities* naturally carry a higher return.
- 8 *Gilt-edged securities* usually carry lower yields.
 - a READ ALOUD, substituting *earn, bear* (throughout) *yield* (omit 8), *have* (omit 1)
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *Carrying more than £5 interest ... the deposit* (has proved worth while).
 - d READ ALOUD, substituting *will earn* for *carry*.

h *People, Positions and Appointments carry Duties, Responsibility*

- 1 *The Captain* of the team carries the burden of leadership.
- 2 *The captaincy* carries the burden of leadership.
- 3 *The Accountant* carries all financial responsibility.
- 4 *The secretaryship* carries the responsibility for the supervision of the office and office procedures.
- 5 *The Chairman of the Board* carries the ultimate responsibility for policy.
- 6 *The position* will carry the duties of training subordinates and of supervision of work.
 - a READ ALOUD, substituting *bear* for *carry*. (Omit 6)
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *Carrying the burden of leadership, the Captain of the team* (requires loyal support).

i *Mental and Spiritual Qualities* (or their manifestation) **carry** *People* (through ... to ...)

- 1 *Her enthusiasm* carried her through the first difficult year.
 - 2 *His enormous energy* carried him to success.
 - 3 *His faith* carried him through this period of stress.
 - 4 *Dogged perseverance* carried Hillary and Tensing to the summit of Everest.
 - 5 *Belief in God* carried them through their darkest hours.
 - 6 *Prayer* carried Cromwell's troops to victory from imminent defeat.
 - 7 *Careful planning* carried the campaign to success.
 - 8 *Consciousness of the justice of their cause and courage*, combined with *able administration* and *adequate equipment*, carried the troops to victory.
- a READ ALOUD in the passive voice where possible.
b READ ALOUD, substituting *support* with spiritual values; *take* with remainder. (Omit 6, 7)
c RECAST on the following pattern: *Although her enthusiasm carried her through the first difficult year*, (she paid a heavy price).

j *Speakers and Writers and Their Works* **carry** *Their Audience, Readers* (with them) (to *Places*) (through *Time*)

- 1 *This fine speaker* carried the meeting with him.
 - 2 *This film* carries us to sixteenth-century Venice.
 - 3 In this new book *the author* carries his readers to Roman Britain.
 - 4 *This carefully documented account* carries its reader through Napoleon's campaigns of 1805-6.
 - 5 *The play* carries the audience to the England of the Plantagenets.
- a READ ALOUD in the passive voice. (Omit 1)
b READ ALOUD, substituting *take* for *carry*. (Omit 1)

ADVANCED

k *Tones of Voice, Certain Qualities* or *Reasoning* **carry** *Conviction*

- 1 *Her tone* carries conviction.
- 2 *Her sincerity* carries conviction.
- 3 *His honesty* carries conviction.
- 4 *This reasoning* carries conviction.

- 5 *The last speaker's arguments* carry conviction.
- 6 *The accuracy and precision* of this data carry conviction.
 - a READ ALOUD, substituting *convince(s)* for *carry conviction*.
 - b RECAST on the following pattern: *If her tone carried conviction*, (the same cannot be said for her reasoning).
 - c RECAST on the model: *Carrying conviction, her tone* (was persuasive).
 - d READ ALOUD in the simple past tense.

I *People, Their Works, carry The Seal, Signs, Marks, Stamp of ...*

- 1 He carries *the seal* of a gentleman in all he says and does.
- 2 The cheque carries *signs* of having been altered.
- 3 She carries *the mark* of her harrowing experiences (on her face).
- 4 We all carry *the stamp* of our upbringing all our lives.
- 5 This work carries *the stamp* of a master of English prose.
- 6 This piece of research carries *the signs* of painstaking and accurate observation over a long period.
 - a READ ALOUD, substituting *bear* for *carry*.
 - b READ ALOUD in the future tense.

m *Positions and Appointments carry Salary, Rewards, Rights, Entitlements (or Lack of Them)*

- 1 *The job* carries overtime.
- 2 *The position* carries (a salary of) £1,000 a year.
- 3 *A permanent post* carries a pension.
- 4 *A post* with the firm carries the right to purchase their goods at special rates.
- 5 *A ministerial appointment* carries certain perquisites of transport and accommodation.
- 6 *The situation* carries an entertainment allowance.
- 7 *The managership* carries an entitlement to a house.
- 8 *The Chairmanship* of the Board carries the right to select a successor.
 - a READ ALOUD, inserting *no* before the object of *carry*, omitting the article or adjective.
 - b READ ALOUD, substituting *entitles the holder to* for *carry*. (Omit *an entitlement* in 7)
 - c RECAST on the following pattern: *Carrying no overtime, the job* (will not suit you).

n *Tones and Statements (Spoken or Written) carry a Note of + Certain Emotional States*

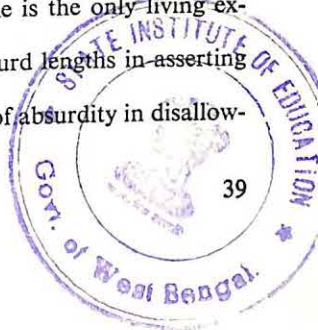
- 1 *Her tone* carried a note of displeasure.
 - 2 *His conclusions* carry a note of caution.
 - 3 *The last paragraph* carries a note of optimism.
 - 4 *The entire work* carries a note of pessimism.
 - 5 *The man's statements* carry a note of hysteria.
 - 6 *Sir Winston's finest speech* carried a note of foreboding.
 - 7 *The joke* carries a note of cynicism.
- a READ ALOUD, substituting *sound* (Omit 5, 7) and *bear* for *carry*.
b RECAST on the following model: *There was a note of displeasure in her tone.*

o *Statements carry Hints, Suggestions, Implications*

- 1 *This statement* carried the hint of future intentions.
 - 2 *The speech* carries the indications of a change of policy.
 - 3 *The proposals* carried the implication of certain changes.
 - 4 *The report* carries implications that an unsatisfactory state of affairs exists in the organisation.
 - 5 *The review* carried a reminder of past failures.
- a READ ALOUD in this negative form: ... *carries no hint of* ...
b WRITE OUT, substituting a single verb for *carry* + *object*.
c READ ALOUD in the passive voice.
d RECAST on the following pattern: *Carrying no hint of future intentions, this is only a partial statement.*

p *People or Bodies carry Matters, Jokes, a Principle too far ..., to extremes (in ...)*

- 1 They are carrying *the affair* too far in taking it to Court.
- 2 The speaker is carrying *his argument* to extremes in saying that the gold standard is now unnecessary.
- 3 He is carrying *the joke* too far in substituting whisky for tea.
- 4 The writer is carrying *the matter* into the realm of pure speculation, into the realm of fantasy, when he claims he is the only living exponent of the art.
- 5 The Corporation is carrying *its claim* to absurd lengths in asserting this huge area lies within its boundaries.
- 6 The Court is carrying *precedent* to the point of absurdity in disallowing the claim.



- 7 The Commissioner is carrying *tolerance* to the point of lunacy in permitting these practices.
- 8 The Board is carrying *the principle* of economy to a point where the efficiency of the organisation is endangered.
- 9 The Association is carrying *its logic* to absurd lengths to suggest that all mineral products are harmful to the body.
 - a READ ALOUD in the negative form.
 - b RECAST on the following pattern: *They are not carrying the affair far enough in taking it to Court.* (Omit 6)
 - c READ ALOUD in the passive voice, continuous present.

q *Words carry Meanings; Statements carry Meanings, References, Allusions*

- 1 Although the word 'of' appears insignificant, it carries *many important meanings*.
- 2 Although the sentence sounds pretentious, it carries *no meaning*.
- 3 Although it may be difficult to find its full significance, the statement carries *some meaning* to all of us.
- 4 Although from a well-informed source, the article carries *no references* to recent changes.
- 5 Although highly original, the monograph carries *no allusion* to the work of others in the same field.
- 6 Although presenting a valuable analysis, the memorandum carries *no recommendation* for improvement.
 - a READ ALOUD, substituting *have* for *carry*.
 - b READ ALOUD, substituting *despite the fact that (it is)* in place of *although*.

r *Statements, Figures, Opinions, Facts carry Weight*

- 1 *His statements* carry a great deal of weight with the Council.
- 2 *His remarks* carry a great deal of weight.
- 3 *These figures* carry little weight: they are not complete.
- 4 *Her opinion* carries considerable weight with the committee.
- 5 *These facts* carry enormous weight in our analysis of the problem.
- 6 *These irrelevancies* carry no weight at all.
- 7 *Outdated theories* carry hardly any weight.
- 8 Only *extreme precision* carries any weight in these circumstances.
 - a READ ALOUD, substituting *have* for *carry*.

Written exercises

ELEMENTARY

a Write a paragraph on the present means of transportation in your district, and the loads that can be carried on the road, canal and river systems.

OR

Write a paragraph on the electric power transmission system in an area, using *carry* with sentences **a10–11** as models.

b Write a brief paragraph describing the experiences of far-off on-lookers of a big fire, accident or similar calamity, to whom the sights, smells and sounds of the event are carried by the air and wind.

c Write at least six sentences describing your local paper, page by page, on the model: *The front page carries the title and eight columns of advertisements.*

d Write a brief account of an imaginary general meeting of a club, detailing the *motions*, etc., carried.

e Describe in a paragraph (using *carry*) the various diseases you know to be carried by rats, fleas, mosquitoes and other animals or insects.

INTERMEDIATE

f Write a paragraph describing how a large natural feature or a city was carried by troops in battle.

g Detail in a paragraph using *carry*, the yield of a large imaginary sum of money invested in various kinds of securities.

h Write a paragraph describing the position you would like to have, and the duties and responsibilities you would be prepared to carry.

OR

Write a paragraph detailing how a team of persons engaged in a commercial or administrative organisation divide their responsibilities.

i Write a paragraph, using *carry* with human qualities, to describe the overcoming of obstacles and passage through periods of difficulty in the life of a great man.

j Write four sentences, using *carry the reader to* with time and space phrases to describe an historical novel you have read.

ADVANCED

l A paragraph describing an antique or a masterpiece of art you have seen.

m and **h** Describe a senior position and the responsibilities and privileges it carries.

o Describe a political or policy speech with the hints, suggestions, implications it carried, or the lack of them.

p Write five sentences on the pattern VERB + OBJECT + *to the point of* ...

OR

Discuss the handling of a controversial matter.

q and **n** Using *carry*, write a sentence on at least two of the meanings of each of the following words: *fast*, *common*, *interest*, *character*.

cover

Demonstrable

- i He *covers* his face with his hands.
- ii Paint *covers* the walls of this room.
- iii The lid *covers* the saucepan.
- iv He *is covering* the penny with sand.
- v My handkerchief, however much I stretch it, will not *cover* the table.
- vi Trousers *cover* my legs.
- vii A mist *covers* the valley.
- viii Trees *cover* that hill.
- ix This square *covers* an area of one square yard.

Non-demonstrable and abstract

ELEMENTARY

α People, Means of Transportation, (Fire from) Weapons cover Ground

- 1 Running at top speed, *he covered 50 yards* in six seconds.
- 2 *The plane covered 100 miles* at a speed of 1,000 m.p.h.
- 3 *The troops covered the ground* between them and safety with the utmost speed.
- 4 *The bus has covered 50 miles* since leaving Williamstown.
- 5 *The fire from these guns covers the defile.*
 - a READ ALOUD in the passive voice. (Omit agent)
 - b RECAST on the following model: *Covering 50 yards in six seconds, he (ran across the square).*

INTERMEDIATE

b Lists, Tables and Courses cover Their Contents

- 1 *Your list covers all the boys* in this class.
- 2 *The roll covers only those* who attended regularly.

- 3 *The register covers all who graduated.*
- 4 *The agenda covers all subjects for discussion.*
- 5 *The catalogue covers only goods in stock.*
- 6 *The table covers all types of expenditure.*
- 7 *The attached schedules cover all imports and their value.*
- 8 *The invoice covers the goods delivered this week.*
- 9 *The course covers both maths and applied maths.*
 - a READ ALOUD, substituting *include* for *cover*.
 - b READ ALOUD in the passive voice (*on* with 1-4; *in* with 5-9).
 - c RECAST on the following pattern: *Covering as it does all the boys in this class, your list (is complete).*

c *People cover (Their) Feelings, Shortcomings, Mistakes and Omissions*

- 1 She covered *her embarrassment* with a laugh.
- 2 He covered *his confusion* by laughing.
- 3 They covered *the slip* by an involved explanation.
- 4 The clerk covered *the omission* by substituting other documents for receipts.
- 5 They covered *their lack of knowledge* of the subject by being funny about it.
- 6 The solicitor covered *his malpractices* by forgery.
 - a READ ALOUD, substituting *conceal* for *cover*.
 - b READ ALOUD, substituting (i) *try to* and (ii) *attempt to* before *cover*.
 - c READ ALOUD in the passive voice (past, present and future).

ADVANCED

d *Resources cover Needs, Requirements, Outgoings*

- 1 *Ten pounds should cover my need* for cash at the moment.
- 2 *The food issued today more than covered their necessities* for the next week.
- 3 *One gallon of water per man per day covers our men's minimum requirements* for drinking, cooking and washing.
- 4 *Five million pounds per annum will barely cover the Government's commitments* under this plan.
- 5 *The Corporation's profit must cover heavy provision for depreciation of the plant* at replacement cost.
- 6 *Last month's order covers our likely consumption* for six months.

7 *Supplies of tin* easily cover the present demand.

a READ ALOUD, substituting *meet* for *cover*. (Omit 5)

b READ ALOUD, substituting (*my*) *needs* in place of the object, in italics. (Omit 5)

c READ ALOUD in the passive voice (past, present and future).

e *People, Their Speeches, Writings and Duties cover Subjects, Matters, Topics, Points, Aspects, Periods and Data*

1 *The Committee* has now covered *all the subjects* on the agenda.

2 *The Board* has now fully covered *this topic* in its discussions.

3 *The lecturer* covered *the role of the Church* in the Middle Ages in his lecture.

4 In his report *the President* covered *all aspects* of national policy.

5 *Young journalists* usually cover *the Police Courts* for their newspaper.

6 *We* have covered *a great deal of ground* in our discussions at this meeting.

7 *The meeting* has now briefly covered *all the points* at issue, though it has fully explored none of them.

8 *Counsel* covered *the only other case of this kind* in his address.

9 *Our timetable* covers *from Monday to Friday*.

10 *The balance sheet* covers *the period* up to 30th June of this year.

11 *This letter* covers *the matter* and explains the enclosures.

12 *The report* has partly covered *all these questions*.

13 *These figures* cover *all available statistical data* over the period 1950-65.

14 *The minutes of the meeting* cover *the discussions* which took place.

15 *The book* covers *all you need to know* about nuclear physics.

16 *Volume II* covers *methods* of testing.

17 *The instruction booklet* covers *the operation and maintenance* of the machine.

18 *The specifications* cover *all relevant details* of the materials to be used in the building.

19 *This series of reports* covers *the results* of experiments on the admixture of up to 20% hardwood in a softwood pulp.

20 *The article* covers *the basic principles* of sampling.

a READ ALOUD, substituting *deal with* for *cover*. (Omit 5, 6, 9)

b READ ALOUD in the passive voice (past, present or future).

c RECAST on the model: *In covering all the subjects on the agenda*, (the Committee's work is finished). (Omit 9)

d READ ALOUD in the simple past tense.

f *Measures Taken, Agreements, Insurances cover Risks, Loss, Danger, Emergency*

- 1 *Strengthening the walls and roof* covers the risk of their crumbling under earthquake shocks.
- 2 *The sprinkler system*, together with the alarm system and other precautions, cover the danger of fire.
- 3 *Insurance* covers the loss of the building and plant.
- 4 *This insurance policy* covers illness as well as accident or death.
- 5 *The contract* covers the possibility of a rise in the cost of raw materials.
- 6 *The new price* covers our probable losses on the old price.

VERY ADVANCED

- 7 *The reserve* covers all foreseeable contingencies.
- 8 *These measures* cover every foreseeable eventuality.
- 9 *Our policy* covers the danger of substitutes replacing our product.
- 10 *Diversification* covers the risk of falling demand for any one of our products.
- 11 *The decrees* cover the present emergency.
 - a READ ALOUD, substituting *provides (for)* for *cover*.
 - b READ ALOUD, inserting *us against* after *cover*. (Omit 11)
 - c READ ALOUD in the passive voice (past, present or future).
 - d RECAST on the following pattern: *By means of strengthening the walls and roof, we cover the risk ...*
 - e READ ALOUD in the future tense.

g *Principles, Rules and Generalisations cover Individuals and Classes of People, Things and the Subjects of those rules and generalisations*

- 1 *The rule* in sub-section 5 covers you.
- 2 *This principle* covers the cases we have discussed.
- 3 *This regulation* covers the matters you have raised.
- 4 *This section* covers those who are under twenty-one years of age.
- 5 *This (by)law* covers exceptional cases.
- 6 *This clause* covers those who failed to register within the time limit.
- 7 *The observation* covers all known cases in this category.
- 8 *The formula* on the speed of falling bodies covered known phenomena.
- 9 *This prohibition* covers all drugs containing morphia as well as morphia itself.
- 10 *The new restrictions* cover all forms of transport.

- 11 *The theory covered the known facts at that time.*
- 12 *The generalisation covers all known examples without exception.*
 - a READ ALOUD, substituting *apply to* for *cover*. (Omit 11)
 - b READ ALOUD in the passive voice (past, present or future).
 - c RECAST on the following model: *Although it covers you, the rule in sub-section 5 (is not generally applicable).*

h Authority or Direction covers People and Their Acts

- 1 *This written order covers us.*
- 2 *The regulations cover our duties in working hours.*
- 3 *The authority of the Government covers the legitimate acts of its servants.*
- 4 *This direction covers the decision to grow more cocoa.*
- 5 *The Public Service Act covers the acts of public servants in the performance of their duty.*
- 6 *Military law covers soldiers and their acts at certain times only.*
 - a READ ALOUD, substituting *provide indemnity for* in place of *cover*. (Omit 4)
 - b READ ALOUD in the passive voice (past, present or future).

i Terms of Description and Definition cover the Things they Describe or the Objects Defined

- 1 *That description correctly covers all these substances.*
- 2 *This label covers this type of chemical weed-killer.*
- 3 *The title of the essay accurately covers its content.*
- 4 *The definition covers this type of machine.*
- 5 *The term 'United States' covers not only the forty-eight mainland states but Hawaii and Alaska as well.*
- 6 *The word 'set' covers a great variety of meanings.*
- 7 *The meaning of 'common' covers the use you mentioned.*
- 8 *'Bird' covers the ostrich despite the fact that it cannot fly.*
- 9 *The resolution in its present form covers divergent points of view.*
 - a READ ALOUD in the negative form. (Omit 5, 6, 8)
 - b READ ALOUD in the passive voice (past, present or future).
 - c READ ALOUD, substituting *describe* for *cover* in sentences 1-4 and *include* for *cover* in sentences 5-9.

Written exercises

ELEMENTARY

- a Write a paragraph describing an imaginary attack using *cover* to describe the defenders' arrangement of fire-power and to describe the attackers' movements across ground.

INTERMEDIATE

b Write some sentences using *cover*, listing the various lists and tables in an office, and their contents.

c Describe briefly a social gathering during which those present *covered* various feelings and slips of the tongue.

ADVANCED

d A traveller is checking over his supplies for the needs of a trip lasting a few days. Write a paragraph using *cover* to describe his thoughts.

e Write a page, using *cover*, on your favourite textbook, enumerating the subjects of the chapters.

f List in sentences the risks you would wish to be covered against if you owned a house, car and yacht.

VERY ADVANCED

g Describe a scientific classification of things or materials you are familiar with, using *cover*.

i Enumerate in half a dozen sentences the types of people covered by two of the following terms: *foreigner*, *workman*, *professional man*, *clerk*.

drop

Demonstrable

- i I *drop* my book. My book *drops*.
- ii He *drops* on one knee.
- iii The Americans *drop* the 'u' in 'colour' and write 'color'.
- iv 'ere, let me 'elp,' says he, *dropping* his aitches.
- v His eyes are closing; he is breathing deeply; he *is dropping* asleep.
- vi He *dropped* his hand.
- vii 'Sh! I *am dropping* my voice to a whisper.'
- viii I *dropped* the catch; the ball has rolled under the table.
- ix The school bus *is dropping* the children at the gate.

Non-demonstrable and abstract

ELEMENTARY

α People *drop* Others, a Brief Communication or Hint (both objects required)

- 1 She'll surely drop *us a word* giving us the time of her arrival.
- 2 I'll certainly drop *you a line* as soon as I arrive at my destination.
- 3 He'll probably drop *us a card* from Brighton.
- 4 She'll drop *her husband a note* about her return.
- 5 He dropped *his chief a letter* on the subject.
- 6 In the course of his remarks he dropped *us a hint* to arrive earlier than usual.
 - a READ ALOUD, adding question tags. (Omit 2)
 - b READ ALOUD (omitting 6), substituting (i) *write*, and (ii) *post* for *drop*.
 - c READ ALOUD in reported speech.
 - d RECAST on the pattern: *By dropping us a word giving us the time of her arrival, she* (will make sure she'll be met).

b *People drop People or Subjects* (they are no longer interested in); *People drop Activities, Habits*;
Ships drop Pilots

- 1 I see you've dropped *Peter*; doesn't he interest you any more?
- 2 The ship dropped *the pilot* outside the harbour.
- 3 We have dropped *John* from the team.
- 4 He would like to drop *the matter* altogether.
- 5 The selectors have dropped *Paul* from the hockey team.
- 6 She dropped *all her old friends* when she was successful.
- 7 He dropped *the subject*; it is painful to him.
- 8 I've dropped *Zoology*, I think I would have failed anyway.
- 9 He dropped *Latin* when he found it interfered with his English.
- 10 The brothers dropped *their quarrelling* and began to laugh and joke together.
- 11 The boy dropped *stamp collecting* to take up butterfly collecting.
- 12 After the exam they dropped *everything* and took a well-earned rest.
- 13 Thank goodness, he's dropped *his habit* of calling me by my surname.
a READ ALOUD in the passive form of *drop* (without agent): *I see Peter has been dropped.*
b RECAST on the model: *Dropping Peter* (won't help you).

c *Sounds drop* (when they go lower); *People drop Their Voices*

- 1 *His voice* dropped as he unfolded his plan.
- 2 *Her loud wailing* dropped to a moan.
- 3 *The wind* dropped at sunset.
- 4 *The baby's roar* dropped to a whimper when he sighted the bottle.
- 5 *The singing* dropped to a low wail.
a READ ALOUD in the past perfect tense.
b READ ALOUD, substituting *fall* for *drop*.

INTERMEDIATE

d *All Numbers or Nouns* which may be expressed in
Number drop

- 1 *The price of copra* dropped 10% in the last month.
- 2 *The speed of the plane* dropped from 200 to 100 m.p.h. as it came in to land.
- 3 *Our sales of refrigerators* dropped 50% while sales of radiators rose 30% during the winter.

- 4 *The patient's pulse rate and temperature* dropped suddenly.
- 5 *The heat* of the electric furnace dropped from 2,000 degrees to 1,500 degrees.
- 6 *The production of sugar* dropped 5% at the commencement of the period.
- 7 The blood count shows that *the number of white corpuscles* is dropping rapidly.
- 8 *The number of cases of measles* admitted to the hospital dropped suddenly.
- 9 When *the pressure* drops, an increase in the volume of the gas occurs.
- 10 As *the velocity* drops, the momentum drops too.
- 11 As *the speed* of the vehicle drops, *the resistance* of the air drops, too.
- 12 As the temperature rises, *the efficiency* of light oils as lubricating agents drops.
- 13 The *salinity* of the solution drops when we add distilled water.
 - a READ ALOUD, substituting *decrease, fall* and *rise* for *drop* throughout.
 - b RECAST, using the subject pattern: *The drop in the price of copra ...*
Use verbs such as *accompany, occur* with 9-13.
 - c RECAST on the subject pattern with the opposite meaning: *The rise in the price of copra.*

ADVANCED

e *Standards and Levels of Performance drop*

- 1 *Standards* in public examinations are dropping every year.
- 2 *Standards of achievement* are dropping in Latin and Greek.
- 3 *The level of honesty in public life* must not be allowed to drop; otherwise everyone in the community suffers.
- 4 *Living standards* ought not to drop in future; in fact, they should rise.
- 5 *The degree of viscosity* of this material drops with the temperature.
- 6 *Fluency in reading aloud* has dropped, but comprehension has *risen* in this class.
- 7 *Attainment* in maths problems had dropped but problem work has improved.
 - a READ ALOUD, substituting (i) *fall* for *drop*, and then (ii) *rise* for *drop*. Make other minor changes where necessary. (Omit 3, 4)
 - b RECAST on the pattern: *The drop in the standards in public examinations* (is getting more pronounced every year).

f People (or Animals) **drop** Pretence, Any Form of Dissimulation

- 1 The tiger now dropped *all concealment* and leapt on his prey.
 - 2 She dropped *her artificial accent and distant manner*, slumped into a chair and wailed, 'It ain't no use.'
 - 3 He dropped *his assumption of superiority*. 'I don't know what to do,' he began earnestly. 'I want your advice.'
 - 4 The gang-leader dropped *the pretence at gentle persuasion*. 'You don't get the money till the job's done,' he snarled.
 - 5 She dropped *her mask of disinterestedness* and eagerly leaned forward. 'When did you see her last?' she asked.
 - 6 For a brief moment the prisoner dropped *his guard* and replied in fluent German to the unexpected question in that language.
 - 7 He dropped his *air of injured innocence* when he realised that I knew the facts.
 - 8 The Sub-inspector dropped *his simulation of interest* and relapsed into boredom. 'It doesn't matter', he yawned.
 - 9 The Colonel dropped *his cloak of harshness* as his raw troops came under fire for the first time, and assumed a paternal, even cherubic, expression.
- a READ ALOUD, substituting *abandon* (omit 6) for *drop* throughout.
- b RECAST on the pattern: *Dropping all concealment, the tiger now leapt on his prey.*

g People or Bodies **drop** Demands, Charges, Prosecutions (Law) Cases, Claims against others

- 1 Germany dropped *her demand* for the return of her colonies.
 - 2 The Police dropped *the charge* of manslaughter and preferred a charge of dangerous driving.
 - 3 The Authorities dropped *the prosecution* for lack of evidence.
 - 4 With all this new evidence before it, the prosecution dropped *the case* against the secretary.
 - 5 The Shipping Company is dropping *its claim* against the Underwriters.
- a READ ALOUD, substituting (i) *withdrew* and (ii) *decided not to proceed with* for *dropped*.
- b READ ALOUD in the passive voice (past, present perfect and future). (Omit 1)
- c RECAST on the pattern: *Dropping the charge of drunkenness, the police ...* (Omit 1)

h People **drop** their *Attempts, Ideas, Suggestions, Plans*

- 1 He dropped *his attempt* at banter and became suddenly serious. 'We must face the facts,' he said.
- 2 He has dropped *the idea* of going to London next spring.
- 3 The nurse has dropped *her intention* of specialising in midwifery.
- 4 The Committee has dropped *the suggestion* made by the Secretary to co-opt two extra members.
- 5 The geologist dropped *his newly formed theory* of the origin of the rocks when he examined their fossils more closely.
- 6 The manager has now dropped *his plan* for the modernisation of the machinery on the ground that it would cost too much.
 - a READ ALOUD in the passive voice.
 - b RECAST on the model: *Dropping his attempt at banter and suddenly becoming serious, he said, '...*
 - c READ ALOUD, substituting *abandon* for *drop* throughout.

Written exercises

ELEMENTARY

- b* Describe the change in a very sick friend who has dropped all his old associations and interests.

Write three sentences using *drop* to describe the end of a storm.

INTERMEDIATE

- d* Write a paragraph to describe an economic crisis in which prices and production of nearly all commodities drop.

OR

Make up to five examples from your science subjects, on the model:

As pressure drops, so the volume increases;

and five examples on the model:

As velocity drops, momentum also drops.

OR

Write four sentences describing the deterioration in a sick patient's condition.

ADVANCED

e Write a paragraph using some *e*-type sentences to describe a deterioration in civilisation, and the dropping of standards, e.g. the Dark Ages in Europe.

OR

Write a paragraph of a monologue by an old man who believes that the standards of the younger generation have dropped.

f Write five sentences with *drop* and *f*-type vocabulary of your own construction.

OR

Write a conversation using some *f*-type vocabulary (not in the words spoken) of a cross-examination or interrogation which caused one speaker to drop one pretence after another.

OR

Construct three pairs of sentences on these patterns: *He dropped his pretence of liking Zoology, before he finally dropped the subject. When that happened he became a new man: he dropped his cares and fits of pessimism and depression and was his old self.* (*b*- and *h*-type vocabulary)

h Write a paragraph outlining in detail a plan which has been abandoned.

enter

(NOTE: Two nouns – *entrance* and *entry*)

Demonstrable

- i *Enter* John, Peter and Bill. They *entered* the room one after another.
They made their *entrance* one after another.
- ii When I throw this pen its nib *enters* the wood.
When I withdraw it you can see clearly the point of *entry*.
- iii I am making a list of class members on the board.
I *am entering* John's name now *on* the list.
I am making *an entry* on the list.
I *am entering* the marks alongside the names.

Non-demonstrable and abstract

ELEMENTARY

α *People enter Figures, Names and Words in Books and on Lists (entry)*

- 1 *The accounts clerk entered the figures* in the ledger.
- 2 *The authoress entered this occurrence* in her diary.
- 3 *The Registrar entered the new names* in his register.
- 4 *The accountant entered the total* in the cash book.
- 5 *The Pastor entered the child's name* in the baptism register.
- 6 *The secretary entered the details* of the applicants on her lists.
- 7 *The physicist regularly entered the readings of his instruments* in the logbook he kept for that purpose.
- 8 *The clerk entered the numbers of the invoices* on his list.
 - a READ ALOUD, substituting *record* and *note* for *enter* throughout.
 - b READ ALOUD in the passive voice mentioning the agent.
 - c RECAST on the following model: *Entering the figures in the ledger* (was a moment's work).
 - d RECAST on the following model: *He made an entry (entries) in the ledger.*

b *People enter Institutions, Associations, Certain Professions* (entry)

- 1 When she entered *high school*, he was entering *College*.
- 2 When he entered *the technical college*, his sister was entering *university*.
- 3 When his brother entered *the Army*, he was entering *the Church*.
- 4 When our team entered *the Association*, their team was leaving it.
- 5 When she entered *the social club*, her husband was entering *the tennis club*.
- 6 When John entered *the teaching profession*, his elder brother was entering *the legal profession* with a view to entering *politics* later.
 - a READ ALOUD, reversing the order of the clauses.
 - b READ ALOUD, substituting *enrolled at* (1-2) and *joined* (3-5).

c *People enter Competitions* of all kinds (entry)

- 1 She entered *the painting competition* with a landscape called 'Dawn'.
- 2 The players entered *the contest* in high hopes.
- 3 Many contenders entered *the race* with little prospect of success.
- 4 The Black Knight entered *the lists* against all comers.
 - a RECAST on the following model: *Entering the painting competition with a landscape called 'Dawn'*, (she had no difficulty in winning).
 - b RECAST on the following model: *There were many entries* (for the painting competition).

ADVANCED

People enter Protests, Complaints, Objections, Pleas (entry)

- 1 The accused wishes to enter *a plea* of 'not guilty' to this charge.
- 2 He wishes to enter *a protest* against the inclusion of the last item on the agenda.
- 3 We wish to enter *a claim* for compensation for £500.
- 4 My client wishes to enter *the complaint* that the jury were misdirected.
- 5 The Company wishes to enter *an objection* against the large sum nominated by the arbitrators.
 - a READ ALOUD, adding *counter-* before the noun object (e.g. *a counter-plea*).
 - b READ ALOUD, substituting (a) *make* (omit *i*) and (b) *record*.
 - c RECAST on the following pattern: *The entry of a plea of 'not guilty'* (will merely result in delay).

e *Communities, Processes, Living Things enter Phases, Stages, Periods of development*

- 1 With the break-up of the Roman Empire, Europe entered *an era* of savagery and barbarism.
- 2 The mosquito enters *the third and final stage* of its development when its chrysalis splits.
- 3 'This country will undoubtedly enter *a period* of prosperity on the passage of this Bill,' cried the politician.
- 4 When money begins to play an important part, a subsistence economy enters *its decline*.
- 5 At this point and because of these forces Great Britain enters *an era* of overseas expansion comparable to that experienced by Spain 150 years before.
- 6 At this temperature the distillation of petroleum enters *a critical stage*.
- 7 The battle of El Alamein entered *its last phase* on 3rd November 1942.
 - a READ ALOUD, substituting *begin* for *enter* with the object as subject, e.g. *An era of savagery and barbarism began with the break-up of the Roman Empire.*
 - b RECAST on the following pattern: *On entering an era of savagery and barbarism with the break-up of the Roman Empire, Europe ...*

f *Factors in Development and Considerations in Reasoning enter*

- 1 *Considerations* of the size and package of our product enter at this stage.
- 2 *The speed of the reaction* enters now into our calculations.
- 3 *The amount of resistance* to the current enters at this point as a major factor in our series of experiments.
- 4 *Heat* enters as the controlling factor in shaft depth.
- 5 *The mental reaction of the patient* enters at this stage as a potent factor in recovery.
- 6 *The matter of preserving the surface of the metal* now enters into our considerations.
- 7 *The question as to how to preserve the surface of the metal* now enters as a principal factor.
- 8 *The possible use of more up-to-date machinery* enters into our plans.
- 9 *The resistance of the virus* now enters as the dominant factor in the duration of the treatment.

(NOTE: Never use in the passive voice)

 - a READ ALOUD in the simple past tense.
 - b RECAST on the following model: *The entry of new considerations at this stage* (completely changes the problem).

Written exercises

ELEMENTARY

a Describe in a few sentences the information you enter on a money order form or an income tax return form.

OR

Write a paragraph describing (i) the sort of entries you would make in your diary if you kept one; (ii) what you enter in your science notebook.

b Describe your scholastic career to date and the various institutions you have entered and will enter in the course of your career.

c Write a page describing a school sports day, using *enter* and *enter for*.

ADVANCED

d Describe a Court proceeding or legal action, using 'counter-' as well as the vocabulary given.

e Describe in a page any scientific or historical process in phases or stages, using *enter*.

f Write a page on the development of a scientific project into which various factors enter at different times.

OR

Write a fictitious biography detailing phases, institutions and professions your hero entered.

extend

(NOTE: Two nouns – *extent*; *extension*)

Demonstrable

- i He *is extending* his hand to shake hands with Jack.
- ii He *is extending* both arms sideways to their fullest extent.
- iii This line *extends* from A to B.
The *extent* of the line is now from A to B.
- iv Now I *extend* it to C.
The *extension* from B to C was done later.
- v The boundary of the playing field *extends* along that line of trees.
The *extent* of the playing field is marked by those trees.
- vi The boundary of the new playing field *will be extended* beyond that line of trees.
The *extension* of the boundary of the new playing field will ...
- vii The painted surface *extends* only to this point.
The *extent* of the painted surface is limited.

Non-demonstrable and abstract

ELEMENTARY

α Large Natural Features or Physical Conditions *extend*. (The extent)

- 1 The icy wastes extended to the north.
- 2 A bank of heavy cloud extended over half the sky.
- 3 Range upon range of snow-capped peaks extended to the north.
- 4 The area of heavy rainfall extends far into Burma.
- 5 The Great Rift Valley extends from Central Africa into Asia Minor via the Red Sea.
- 6 Old lava-flows extend over most of the Deccan.
- 7 The cold front extends across Eastern Europe.

- 8 *Drought conditions* do not extend west of the mountains.
 a READ ALOUD, substituting *stretch* (omit 8) and *lie* (omit 4, 5, 8) for *extend*.
 b RECAST the subject on the following model: *The extent of the icy wastes ...* (Omit 3)
 c RECAST, using *extensive*, e.g. *The extensive icy wastes lie to the north.* (Omit 3, 5)

b *Boundaries, Buildings, Areas* (man-made) are **extended** (beyond present limits). (The extension)

- 1 *The store* is being extended as far as John Street.
 2 *The boundaries* are being extended on the west side.
 3 *The irrigated area* is being extended to include all the land between the rivers.
 4 *The plantation* is being extended beyond the river.
 5 *The foundations* of the building are being extended at right angles to provide a new wing.
 6 *The road* is being extended a further 50 miles.
 7 *The deck* of the ship is being extended a further 20 feet.
 a DRAW A SIMPLE DIAGRAM to illustrate each sentence, and shade the extensions.
 b READ ALOUD, substituting *enlarge* (1-5), *lengthen* (6-7) instead of *extend*.
 c RE-STATE in the active voice, e.g. *They are extending ...*
 d RECAST on the following model: *The extensions to the store* (take it as far as John Street).
 e READ ALOUD in the future form: *The store is going to be extended.*

c *People and Bodies extend Invitations, Greetings, Wishes and Condolences to Others*

- 1 The Committee extends *a cordial invitation* to members to attend its meetings.
 2 I wish to extend *a cordial welcome* to all newcomers on behalf of the club.
 3 He extends his *condolences* on your sad loss.
 4 This is to extend *seasonal greetings* to all our clients.
 5 We extend *the hand of friendship* to our recent enemies.
 6 The Corporation extends *its best wishes* to all its staff.
 a READ ALOUD in the passive voice, present and past. (Omit 2)
 b RECAST on the following model: *In extending a cordial invitation to all members, the Committee ...*
 c READ ALOUD in the present perfect tense. (Omit 4)

d (1) *Long Periods of Time extend*. (The extent)

- 1 *The holidays* this year extend from 5th October to 19th November.
- 2 *His apprenticeship* extends over five years.
- 3 *The lease* extends until 1970.
- 4 *The duration* of the sale extends until the end of the month.
- 5 *The period* during which sharks have been prevalent in the world's seas extends from the Devonian to the present day.
- 6 *The Middle Ages* extended, according to some, from the tenth to the fourteenth centuries.
 - a READ ALOUD, substituting *last* for *extend* throughout.
 - b RECAST on the following model: *The length of the holidays this year is ...*

d (2) *Administrative Arrangements* (involving duration) are *extended*; *Time Limits* are *extended*

- 1 *The course* has been extended from three to five years.
- 2 *The church services* have been extended from an hour to an hour and a quarter.
- 3 *The season* has been extended to include September.
- 4 *The time limit* has been extended from the 1st to the 15th.
- 5 *The closing date* for applications has been extended from the 9th to the 19th.
- 6 *Closing time* for retailers on Friday has been extended from 6 to 8.30 p.m.
 - a READ ALOUD, substituting *lengthened* (1-3) and *altered* (4-6).
 - b READ ALOUD in the active voice: *They have extended ...*
 - c RECAST on the model: *The course has been extended a further two years.* (Omit 3)
 - d RECAST on the model: *The extension is for an additional two years.* (Omit 3)

ADVANCED

e *Systems, Networks, Activities, Conditions* (applicable to areas) *extend* (to areas). (The extent)

- 1 *The railway and road system* does not extend into the interior.
- 2 *The air services* do not extend across the mountains.
- 3 *The road network* does not extend over the whole province.
- 4 *The human nerve system* does not extend evenly over the skin.

- 5 *The Company's branches* extend throughout the country.
- 6 *The Company's franchise* does not extend outside this area.
- 7 *The search for oil* does not extend into volcanic country.
- 8 *The growing of sago* does not extend beyond low-lying areas.
- 9 *Participation* in these cultural activities does not extend equally in rural and in urban areas.
- 10 *Illiteracy* does not extend to urban populations in this country.
- 11 *The deterioration* in the observance of law and order extends over the entire country.
- 12 *The diseased state* does not extend to the whole limb, and amputation may be unnecessary.
- 13 *Damage from fire* does not extend to all storeys of the building.
- 14 *Injury* does not extend above the victim's lower limbs.
 - a READ ALOUD in the affirmative (add *certainly*). (Omit 4)
 - b RECAST on the following model: *The extent of the railway system* (is limited). (Omit 4, 5)

f (1) *Ideas, Notions, Meanings extend*

- 1 *The ideas* of nationalism today extend over the entire world.
- 2 *The dream* of aggrandisement extends in one form or another to most countries.
- 3 *Ambitions* of economic self-sufficiency extend all over the world.
- 4 *The feeling* for the dream life extends throughout Michaelangelo's work.

f (2)

- 1 *The child's concept* of number extends gradually to include 5 by the age of five years.
 - 2 *The notions* concerning place extend to time in most if not all European languages.
 - 3 *The meaning* of the word 'immigrants' now extends to the new insects arriving in an area.
- READ ALOUD, substituting *is/are found* and *apply* for *extend* in *f*(1) and *f*(2) respectively. (Omit *f*(2) 1)

g *People extend Principles, Rules, Regulations; Principles, Rules and Regulations extend.* (The extension)

- 1 If we extend this principle, we find ourselves in an absurd situation.
- 2 If he extends the regulation to include this case, the decision is easy.
- 3 If the customs regulations extend to this case, no difficulty will be experienced.

- 4 If the 'rule of law' extends into the economic sphere, the results may be unexpected.
- 5 If the restrictions on certain classes of imports extend to all imports, the effects will be very serious.
 - a READ ALOUD in the passive form of *extend*. (1, 2 only)
 - b READ ALOUD on the following pattern: *If we extended ... we would find ...*
 - c READ ALOUD on the pattern: *If we had extended this principle we would have found ourselves ...* (What is the difference in meaning between the forms in b and c?)
 - d RECAST on the following model: *The extension of this principle would put us in an absurd situation.*

h (1) *People's Attitudes extend to Other People or to Things*

- 1 Her friendliness extends to all with whom she comes in contact.
- 2 Her bad temper extends to those who work with her.
- 3 Her sympathy extends to all her neighbours.
- 4 Her dislike extends to all members of that family.
- 5 Her liking for things French extends to French cigarettes.
- 6 Her attitude to divorce extends to divorcees.

h (2) *People's Attitudes extend to a Point*

- 1 Her tolerance does not extend so far as to invite them to her house.
 - 2 Her desire to help does not extend so far as lending them money.
 - 3 Her dislike does not extend to the point of not talking to them.
 - 4 Her hospitality does not extend to the point of supplying meals to all and sundry.
 - 5 Her views on diet do not extend to the point of making a fuss about the food here.
- READ ALOUD in the simple past tense.

i *Organisations, Services, Qualities, Methods, Functions, Responsibilities extend (into, to)*

- 1 *Our organisation* extends into the distribution and marketing fields.
- 2 *The full range of postal services* extends to every village.
- 3 *The services* offered extend to obtaining accommodation for clients.
- 4 *Assistance* to clients extends to legal advice on industrial matters.
- 5 *His bravery* does not extend to the taking of unnecessary risks.
- 6 *The jurisdiction* of this Court extends to criminal cases.

- 7 *The functions* of the committee extend to co-opting members for sub-committees.
- 8 *The responsibilities* of the parents extend to care for the education of their children.
- a READ ALOUD, substituting *include* for *extend (in)to*. (Omit 2)
- b RECAST on the model: *The distribution and marketing fields are covered by our organisation.* (Omit 4, 5)

Written exercises

ELEMENTARY

a Summarise the physical build of your country.

OR

Write a paragraph on a geographical topic such as distribution of rainfall, vegetation or rocks.

b Describe the extension of an imaginary farm – its buildings, fields, fencing – in a period of prosperity.

c Write a brief speech extending greetings and good wishes to visitors to your class at Christmas time.

INTERMEDIATE

d (1) Write a paragraph on the duration of the seasons in your country.

OR

Write a paragraph on the distribution in space and time of an animal, fish or fossil.

(2) Write six sentences concerning the extension of time limits of various kinds.

ADVANCED

e Describe any public utility system of your city: water, sewage, power, transport.

OR

Describe the extent of the damage in a large fire.

f Write a paragraph describing the growth and extension of an important notion: religious tolerance; the circulation of the blood; the force of gravity; geological time.

g Write a short letter declining to make an exception of a special case covered by regulation.

h Write a page describing your attitudes to other people or things, to your friends, for example.

i Write a paragraph on (a) the responsibilities of a professional man;
OR
(b) the extension of services in the modern state.

follow

Demonstrable

- i Jack *is following* Bill to the table. Bill *is followed* by Jack. Bill is the leader. Jack is following *the leader*. Jack *followed* Bill closely. Bill *was* closely *followed* by Jack.
- ii I *am following* this line with my finger. My eye *is following* my finger.
- iii On this map the road *follows* the railway line.
- iv In the alphabet D *follows* C. C *is followed* by D.
- v Four *follows* three. Three *is followed* by four.
- vi Thursday *follows* Wednesday. Wednesday *is followed* by Thursday.
- vii June 28 *follows* June 27. June 27 *is followed* by June 28.
- viii Spell the *following* words: separate, thorough, evidence, opaque, linear.
Read the *following* figures aloud: 98; 908; 9,008; 90,008; 900,008; 9,000,008.
- ix In this game of cards if a diamond is led, you must *follow* suit and put a diamond on it.

Non-demonstrable and abstract

ELEMENTARY

- a** *People and Vehicles follow Tracks, Roads, Rivers, Pipes and Physical Features and These follow Other Physical Features. (Do not use in passive)*

- 1 *He followed the road* over the pass.
- 2 *The cars followed the lower track; people on foot followed the short cut.*
- 3 *The railway followed the river* for five miles.
- 4 *The road followed the ridge* for a mile.

5 *The mountains followed the coast.*

a READ 3, 4, 5 ALOUD, substituting object for subject. Is there any difference in meaning?

b READ ALOUD, substituting *keep to* for *follow*.

c READ ALOUD in the simple present tense. (Omit 1)

b *People follow Patterns, Examples, Fashion*
Events follow a Pattern

1 She followed *the family pattern* closely – married young and had four children before she was thirty.

2 He followed *his brother's example* and entered the Army.

3 She is following *the fashion* slavishly – she should adapt the fashion to her figure.

4 They followed *my example* rather than *my precept* and came to grief.

5 *Events* in the country followed *a familiar pattern*.

a READ ALOUD in the present continuous tense, adding question tags.

b READ ALOUD, substituting *conform to* for *follow*.

c RECAST on the pattern: *Following ... , she ...*

c *People or Bodies follow Narrative, Statements,*
Events and Music

1 He is following *the story* with interest.

2 Every housewife is following *our radio serial*.

3 The House followed *the Prime Minister's statement* in silence.

4 The spectators followed (*every move* in) *the game* with bated breath.

5 The public is following *the proceedings* in the courtroom in silence.

6 Those present followed avidly *the evidence* of the accused.

7 The audience followed with close attention *every note of the music*.

8 The whole world is following *events* in Africa.

9 The entire world is following *the course of events* in Africa.

a READ ALOUD in reported speech.

b READ ALOUD, substituting *listen to* for *follow*. (Omit 4, 8, 9)

(For 8 and 9, substitute *take an interest in*)

c RECAST on the pattern: *The story is being followed with interest.*

d READ ALOUD in the passive voice.

INTERMEDIATE

d *People, Copies follow a Text* (in a book, on a map)

1 Follow closely *the second paragraph* in your books as I read it.

2 Follow *the rivers* of the Deccan closely on your map as I name them.

3 Follow closely *the score* of the music as you listen.

- 4 Follow closely *the plans and specifications* for each step in turn as construction proceeds.
- 5 Follow closely *the modern version* of the Bible as I read the authorised version.
- 6 Follow closely *sub-section (b)* of Section 85 as I repeat it.
- 7 *This wording* follows exactly that in the original document.
 - a READ ALOUD, reversing the clauses, e.g. *As I read it, follow ...* (Omit 7)
 - b READ ALOUD, substituting *read* or *trace* or *copy*. (Omit 7)
 - c READ ALOUD in politer form, e.g. *Would you mind following ...* (Omit 7)

e *People follow Persons Speaking or Writing and their Reasoning*

- 1 I cannot follow *you* when you speak quickly.
- 2 I cannot follow *the sense* of what you are saying.
- 3 He is unable to follow *your explanation*.
- 4 They cannot follow your *line of thought*.
- 5 We are unable to follow (*that part of*) *your argument*.
- 6 They cannot follow *the last step* for solving the equation.
- 7 I simply cannot follow *your reasoning* on this subject.
- 8 Even an engineer could not follow *that diagram*.
- 9 I confess I cannot follow *the logic* of these remarks.
- 10 I cannot follow *the course* of your reasoning.
 - a READ ALOUD in the affirmative. (Omit *simply* in 7, *even* in 8)
 - b READ ALOUD, substituting *understand* for *follow*.
 - c READ ALOUD in reported speech.
 - d RECAST on the pattern: *Following you when you speak quickly* (is quite difficult).
 - e READ ALOUD in the form: *I couldn't follow ...*

f *Periods of Time* } *follow* { *Other Periods of Time* *Events* } *States or Events*

- 1 *Day* followed *day*; *week* followed *week*.
- 2 *Night* follows *day*.
- 3 *The dry season* follows *the monsoon*.
- 4 *The Renaissance* followed *the later Middle Ages*.
- 5 *The Age of Discovery* followed *these improvements in ship construction*.
- 6 *A period of consolidation* will follow *this phase of expansion*.
- 7 *Sleep* usually follows *exertion*.
- 8 *Calm* followed *the storm*.
 Great excitement followed *the receipt of this news*.

- 10 *Violence followed the loud quarrelling.*
- 11 *A state of coma followed the taking of the drug.*
- 12 *Washing the clothes follows soaking them.*
- 13 *Weighing the substance should follow filtration.*
- 14 *Cross-examination followed the conclusion of the evidence; and re-examination followed cross-examination.*
- 15 *Three seconds later the sound of an explosion followed the far-off flash.*
 - a READ ALOUD, reversing subject and object and substituting *precede* for *follow*.
 - b READ ALOUD, reversing the subject of *follow* with its object, and using *will be followed by* instead of *follow*. (Omit, 1, 4, 5)
 - c RECAST on the pattern: *Following the monsoon comes the dry season.* (Omit 1)

ADVANCED

g *People follow Directions, Instructions, Procedures, Rules, Custom*

- 1 If we follow *the directions* on the label, we cannot go far wrong.
- 2 If the chemist follows *the prescription* carefully, there will be no mistake.
- 3 If they follow *the new procedure* for registering transfers, they will save much time.
- 4 If the soldiers follow *their commander's orders* their casualties will be less.
- 5 If the patient follows *his doctor's advice*, he will now exercise the broken leg.
- 6 If he follows *the rules and regulations*, he will progress.
- 7 If the older generation follow *the customs and beliefs* of their forefathers, they will be happier.
- 8 If the Court follows *previous judgement or precedent* in this matter, the case will be dismissed.
- 9 If he follows *the usual approach*, he will write applying for the position.
- 10 If she follows *the dictates* of her heart, she will marry him.
 - a READ ALOUD, changing the verb *follow* to the passive voice.
 - b READ ALOUD in the improbable conditional form: *If we followed ... we couldn't go ...*
 - c READ ALOUD on the pattern of the impossible conditional: *If we had followed the direction on the label, we could not have gone far wrong.*
 - d RECAST on the following pattern: *By/In following the directions on the label, we cannot go far wrong.* (Omit 5, 8-10)

h Any Conclusion (to reasoning) *follows* from Evidence or Opinion

Pattern: (Preparatory) *It follows* + *that* + clause.

- 1 It follows from the evidence *that the defendant is not guilty.*
- 2 It follows from these remarks *that any delay is unwelcome.*
- 3 It follows from these symptoms *that the patient is receiving an inadequate supply of liquid.*
- 4 It follows from these experiments *that the effects of this fertiliser on the growth of the crop will be noticeable only if rainfall is copious.*
- 5 It follows from these figures *that a substantial discrepancy in the accounts exists.*
- 6 It follows from these facts *that a rise in the Bank Rate will inevitably restrict credit.*

(NOTE: DO NOT USE THE PRESENT CONTINUOUS OR PRESENT PERFECT TENSE OF *follow* IN SUCH STRUCTURES.)

a READ ALOUD, inserting *therefore* after *follows* throughout.

b READ ALOUD, substituting *It is logical to infer* for *It follows*.

c READ ALOUD with the noun clause as subject, e.g. *That the defendant is not guilty follows from the evidence.*

d READ ALOUD, substituting *I conclude ...* and *I draw the conclusion ...* instead of *It follows ...*

Written exercises

ELEMENTARY

a (1) Write a paragraph describing your district or a region you have studied, using *a*-type vocabulary.

(2) Describe a walk or excursion, using *a*-type sentences, with *follow*.

b Construct five sentences on the model: *I follow my teacher's example in wearing my hair short.*

c Write a paragraph using *c*-type sentences describing the reaction of the onlookers to a boxing match, a play or a concert. Detail types of persons among the onlookers and their reaction.

INTERMEDIATE

d Write a conversation between an architect and a building contractor in which they discuss how to follow the plans and specifications. (*d*-type vocabulary)

e (1) Give examples of the types of noun which can be substituted for *it* in the sentence: *He's following it.*

(2) Write a paragraph describing a court or legislative assembly following a speaker and his reasoning. (*e*-type vocabulary)

f (1) Write a paragraph on an historical subject describing the progress of a people or institution using *f*-type vocabulary and sentences.

(2) Describe in a paragraph either a chemical or an industrial process (using *f*-type vocabulary) with *follow*, e.g. the manufacture of sugar, or the extraction of a metal from its ore.

(3) Write a paragraph describing a procedure such as the registration of a letter, voting in an election, police court procedure, using *f*-type sentences as much as possible.

(4) Describe the slow passage of time to a prisoner. (*f*-type sentences)

(5) Write a paragraph describing the procedure for washing clothes.

OR

Write a paragraph summarising the development of man from pre-historic times. (*f*-type sentences)

g (1) Write two paragraphs on SOCIAL CHANGE, detailing how we follow the customs of our immediate ancestors. Use *f*- and *g*-type sentences.

(2) Write a paragraph with as many *b*-, *f*- and *g*-type sentences as possible, putting in reported speech the remarks of a clerk explaining rules and procedures and giving advice to a new office boy to follow them.

h Make up ten sentences giving conclusions learnt from your school science studies, e.g. *It follows from this experiment that ...* (*h*-type)

hold

Demonstrable

- i *Hold* the other end of this ruler.
Hold fast/hold tight when I pull it.
- ii *Hold* the side of the ruler against the blackboard.
- iii This tin *holds* one pint or twenty ounces.
This room *holds* forty-five people.
- iv When I stick these things together with glue, it *holds*.
- v When I pull this string, it doesn't break, it *holds*.
- vi Take a deep breath and *hold* it while I count ten.
- vii Strike an attitude. *Hold* it for half a minute.
- viii He *is holding* his nose.
- ix *Hold* yourselves in readiness to leave the room as soon as the bell goes.
- x The walls *hold* the roof in position.
- xi The stone wall *holds* the heat after the sun has set.

Non-demonstrable and abstract

ELEMENTARY

a *People or Bodies hold Conversations, Meetings, Examinations, Session, Court*

- 1 They held *a long conversation* yesterday.
- 2 They will hold *their debate* next Tuesday.
- 3 The members will hold *a general meeting* next month.
- 4 We will hold *her birthday party* on Friday next.
- 5 They will hold *the Petty Sessions* before the end of June.
- 6 We will hold *a meeting of the executive* soon.
- 7 The University will hold *the annual examinations* in June.

- 8 She was holding *court*, surrounded by her admirers.
(Omit 8 from all exercises)
- a READ ALOUD in the passive voice. (Omit agent)
- b READ ALOUD on the following pattern: *Their long conversation took place yesterday.*
- c RECAST on the following pattern: *Holding a long conversation yesterday, they (talked of the transfer).*

b People hold Positions, Rank and Office

- 1 He holds *the position* of secretary.
- 2 They hold *positions* in the factory.
- 3 He holds *the rank of major* in the Territorial Forces.
- 4 He holds *a majority* in his electorate.
- 5 He holds *a seat* on the Stock Exchange.
- 6 He holds *the office* of Treasurer.
- 7 He holds *the Treasury*.
- 8 The Government holds *office* for five years.
- 9 They hold *ministerial appointments*.
- 10 He holds *a post* with the Corporation as sub-accountant.
 - a READ ALOUD, substituting *occupy* for *hold*. (Omit 4, 7, 8)
 - b READ ALOUD, inserting a time phrase with (a) *since*; and (b) *for*; and using the present perfect tense.
 - c RECAST on the following model: *Holding the position of secretary, he (now) has wider responsibilities.*
 - d READ ALOUD in the simple past tense.



c Troops, People hold Ground (against opposition)

- 1 The troops held *their positions* against determined attacks.
- 2 Our forces hold *the heights*; the enemy is in the valley in strength.
- 3 The forces within hold *the town* against the besiegers.
- 4 The besieged held *the fort* against all comers.
- 5 Our forces held *Tobruk* against Axis forces.
 - a READ ALOUD in reported speech.
 - b RECAST on the following pattern: *The holding of their positions by the troops ...*

d People or Bodies hold Certain Possessions, Interests of Financial or Marketable Value, Orders (for production)

- 1 He holds *land* near the village.
- 2 He holds *1000 acres* near the railway line.

- 3 The company holds *a forest reserve* of 50,000 acres.
 - 4 She holds *shares* in a gas company.
 - 5 The Corporation holds *cash and Government securities* to the value of £1 m.
 - 6 This firm holds *the copy-right and the broadcasting rights* for the plays.
 - 7 We hold the *patents* for the new coal-washing process.
 - 8 They hold *a ninety-nine-year lease* of the property.
 - 9 They hold *a share* in the enterprise.
 - 10 The mining company holds *concessions* in the desert.
 - 11 He holds *prospecting rights* over 10 acres.
 - 12 The company holds *orders* for six months' production.
 - 13 The family holds *the controlling interest* in the company.
- a READ ALOUD in the passive voice. (Omit agent, except in 6, 13)
- b RECAST on the following pattern: *He is the holder of land near the village.*
- c RECAST on the pattern of a general statement: *The holding of land (will prove rewarding).*
- d READ ALOUD in the simple past tense of *have*.

e *People or Bodies hold Machines or Conditions they control at Numerical Points*

- 1 The driver must hold *(the speed of) the car at 60 m.p.h.*
 - 2 The pilot must hold *the altitude of the plane at 5,000 feet.*
 - 3 The mechanic must hold *the pressure in the tyres at 28 pounds p.s.i.*
 - 4 The scientist must hold *the temperature in the furnace at a high level.*
 - 5 The Government must hold *the expenditure on services at £50,000 a month.*
 - 6 We must hold *transport costs at a minimum.*
 - 7 The storekeeper must hold (the) *stocks of this item at a minimum of 10 dozen.*
 - 8 The factory must hold *the output of appliances at 2,000 units per month.*
- a READ ALOUD in the negative form (*need not*).
- b READ ALOUD, substituting *maintain* and *keep* for *hold*.
- c READ ALOUD, substituting (i) *down to* (omit 7), (ii) *around*, (iii) *in the vicinity of* for *at*. (Omit 4, 6, 7)
- d READ ALOUD in the passive with (i) *hold* and (ii) *maintain*.
- e RECAST on the model: *The maintenance of the speed of the car at 60 m.p.h. (is essential).*
- f READ ALOUD, substituting *has to* for *must*.

f *Certain Physical Conditions hold over Time, in Areas, at Points*

- 1 If the fine weather holds (over) tomorrow, we'll make our trip.
- 2 If the arid conditions hold over the next two weeks, many cattle will die.
- 3 If the arid conditions hold in the area, many cattle will die.
- 4 If the temperature holds at 400 degrees F. for fifteen minutes, the alloy will melt.
- 5 If these physical conditions hold over the entire area of the Antarctic, there seems little reason for exploration.
- 6 If these conditions hold in the stratosphere, the rocket launching will take place.
- 7 If the laterite covering holds over the entire range, there is little hope of surface mineral deposits.
- 8 If forest conditions held in Britain in Roman times, communication must have been very difficult.
 - a READ ALOUD, substituting *continue* with adverbials of time, and *persist* with adverbials of place.
 - b READ ALOUD in the improbable conditional. (Omit 8)
 - c RECAST 1-4, using *unless* in the conditional clause, and inserting *not* in the main clause.

g *Liquids hold Other Substances in Solution or in Suspension*

- 1 *River water* holds *silt* in suspension.
- 2 *The acid* now holds *the sulphate* in solution.
- 3 *Seawater* holds *minute quantities* of all metals.
- 4 *Rain water* holds *carbonic acid* in solution by the time it reaches the ground.
- 5 *The solvent* now holds *the substance* dissolved in solution.
- 6 *Stagnant water* holds *clay* in colloidal suspension.
 - a READ ALOUD, substituting *have* for *hold*.
 - b READ ALOUD in the passive voice.
 - c RECAST on the following model: *Holding silt in suspension, river water* (is rarely pure).

h *People or Bodies hold Documents and Goods (which they may or may not own)*

- 1 Our office holds *the duplicates* of these documents.
- 2 The secretary holds *the file*.

- 3 The person who paid holds *the receipt*.
- 4 He holds *a copy* of the contract.
- 5 Although he is not the owner, the solicitor holds *the title* to the land.
- 6 Although it is not the owner, the bank holds *these certificates and bonds*.
- 7 Although I am not the owner, I hold *the deeds*.
- 8 Although he is not the legal owner, the purchaser by hire-purchase holds *the car*.
 - a READ ALOUD, substituting *has ... in (his) possession* for *hold*.
 - b WHO IS THE HOLDER of the documents or goods in each of the above sentences?
 - c READ ALOUD in the passive voice. (Main clause only)
 - d READ ALOUD on the following pattern: *The holding of the duplicates of these documents* (in safety is wise).

i *People, Their Artistry and Works hold Attention, Interest of/and Audiences*

- 1 The artist held *the rapt attention* of his audience.
- 2 The artist held *his audience* spellbound.
- 3 The speaker held *his listeners' interest* throughout his long speech.
- 4 The speaker held *his listeners* throughout his long speech.
- 5 Television serials hold *their audiences* from week to week.
- 6 The ballet holds *an interest* for an increasing number of spectators.
- 7 The book holds *the attention* of the reader from cover to cover.
 - a READ ALOUD, substituting *retain* for *hold*. (Omit 2, 4)
 - b READ ALOUD in the interrogative form.
 - c RECAST on the following pattern: *Holding the rapt attention of his audience, the artist* (sang like a nightingale).

ADVANCED

j *All kinds of Promises and Agreements hold*

- 1 *My promise* to help you holds despite the changed conditions.
- 2 *The contract* holds despite the losses we shall suffer.
- 3 *The agreement* holds despite these objections.
- 4 *The guarantee* holds despite your tardiness in claiming it.
- 5 *The warranty* holds despite these circumstances.
 - a READ ALOUD in the simple past tense and in the future tense.
 - b READ ALOUD, using (a) *although* and a verb (if necessary) and (b) *in spite of* instead of *despite*.
 - c READ ALOUD, substituting (i) *binds* (me/you/them); and (ii) *is binding* for *hold*.

k *People, Bodies hold Views, Opinions*

- 1 I hold *the view* that slow progress is sound progress.
- 2 He holds *extraordinary views* on religion.
- 3 They hold *strong views* on keeping the Sabbath.
- 4 He holds *the opinion* that no action should be taken.
- 5 They hold that *no action should be taken*.
- 6 The board holds that *further enquiries should be made*.
- 7 The lawyer held that '*presently*' meant '*now*'.
- 8 He holds a (somewhat) *similar point of view*.
- 9 He holds *the opposite view*.
- 10 He holds *diametrically opposed views*.
 - a READ ALOUD, substituting *have* instead of *hold*. (Omit 5, 6, 7)
 - b READ ALOUD in the passive voice. (Omit agent; 5, 6, 7)
 - c RECAST on the following pattern: *Holding the view that ...*, (I (dis)agree with the last speaker).
 - d RECAST on the following pattern: *The holding of the view that ...* (is unusual).

l (1) *Sound Reasoning, Arguments, Theories, Principles hold (good)*

- 1 If *the reasoning* is sound, it will hold in all these cases.
- 2 If *the arguments* are well-founded, they will hold.
- 3 If *the theory* is based on sufficiently accurate data, it will hold.
- 4 If *the hypothesis* is supported by the figures, it will hold.
- 5 If the experiments have been properly done, *the conclusions* from them will hold in all cases.
 - a READ ALOUD, inserting *good* after *hold*.
 - b READ ALOUD, substituting *stand* for *hold*.
 - c RECAST in the improbable conditional: *If the reasoning were sound, it would hold in ...*
 - d RECAST, using preparatory *it* on the pattern: *It holds that the reasoning is sound*. (Omit 5)

l (2) *Rules, Generalisations and Evaluations (which may be expressed in figures) hold (in/for/with) Cases*

- 1 Does *the rule* hold in your case?
- 2 Does *your generalisation* hold in this case?
- 3 Does *your evaluation* hold now that this has happened?
- 4 Does *your appreciation* hold in the face of these new facts?
- 5 Does *your hypothesis* hold in the face of this new evidence?
- 6 Does *the doctor's diagnosis* hold now, given these new developments?

- 7 Does *the specialist's prognosis* hold now, given these new developments?
- 8 Does *the same probability* hold for all areas?
- 9 Does *the same percentage* hold in all cases?
- 10 Does *the same degree of permeability* hold for all beds of sandstone?
 - a READ ALOUD in (i) affirmative; and (ii) negative.
 - b READ ALOUD, inserting *good*.
 - c RECAST on the model: *Is the rule valid in this case?*

m *People or Bodies hold Rights, Entitlements, Power*

- 1 The buyer holds *the right* to purchase more at the same price.
- 2 The merchant holds *an option* over the crop.
- 3 The bearer holds *an entitlement* to 6d. in the pound.
- 4 The defence holds *the privilege* of final statement.
- 5 The council alone holds *the authority* to act.
- 6 The king alone held *the prerogative* to prolong Parliament.
- 7 Only the chairman holds *the power* to call a general meeting.
 - a READ ALOUD, substituting *have* for *hold*.
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *Holding the right to purchase ... the buyer exercised his right.*
 - d READ ALOUD in the simple past tense.

n *People, Positions, Developments, Situations hold Prospects, Hopes, Promise of*

- 1 This position holds *good prospects* of promotion.
- 2 We hold *great hopes* of increasing production.
- 3 Recent developments hold *promise of* increasing international trade.
- 4 This boy holds *great expectations* of success in the future.
 - a READ ALOUD in the negative form: *... no prospects of ...*
 - b READ ALOUD, substituting *have* for *hold*.
 - c READ ALOUD in the simple past tense.

o *People or Bodies hold Others (to be) Responsible, Guilty, Blameless*

- 1 We hold *the person in charge* responsible.
- 2 We hold *the person in charge* to blame.
- 3 The Court holds *him* guilty.
- 4 The Court holds *him* to be guilty.
- 5 They hold *her* blameless after the enquiry.

6 They hold *her* to be blameless after the enquiry.

a READ ALOUD in the passive voice: *The person in charge is held responsible.*

b RECAST on the model: *Holding the person in charge responsible, we (expect him to answer for this).*

c READ ALOUD in the simple past tense.

p *People, Bodies hold Someone to his promises, agreements, etc.*

1 I held *him* to *our* agreement.

2 He held *me* to *my* promise.

3 The parents held *their sons* to *their* oath.

4 We shall hold *him* to (*his part of*) the bargain.

5 They held *him* to *his* undertaking to drive more slowly.

6 The consumer rarely holds *the advertiser* to *the statements made* in his advertisements.

7 The City Corporation is holding *the contractors* to *the conditions of the contract*.

8 The purchaser holds *the manufacturer* to *the conditions of the guarantee*.

9 The bandits held *the explorer* to ransom.

a READ ALOUD, changing the tense to *am/is/are going to hold*.

b READ ALOUD, substituting *insist on (his) fulfilment of (our)* in place of *hold*. (Omit 9)

q *People hold Someone, or Something in Respect, Esteem, Awe, etc.*

1 She holds *her father* in great respect.

2 We hold *him* in high esteem.

3 I hold *his work* in high regard.

4 He holds *his teacher* in awe.

5 The children of the neighbourhood hold *the dog* in terror.

6 We hold *drunkenness* in abhorrence.

7 We hold *his administration* in the highest esteem.

8 They hold *nothing* sacred.

a READ ALOUD in the passive voice. (Omit agent)
What difference in meaning does this make?

b READ ALOUD on the following pattern: *She regards her father with great respect.* (Omit 3)

c RECAST on the following pattern: *Holding her father in great respect, she (delighted to help him).*

d READ ALOUD in the simple past tense.

Written exercises

ELEMENTARY

a Detail the annual programme of a club holding monthly gatherings, and the various activities held.

b In a paragraph, give a brief biography of an imaginary or historical personage who held a variety of positions and/or ranks.

c Write five sentences describing the holding of ground against opposition.

d Detail the holdings of an imaginary wealthy Corporation, in land, shares and cash.

OR

Detail the imaginary orders for the various products of an industrial concern. (*We hold orders for ...*)

e Write a paragraph describing the actions of a flight engineer in an aeroplane.

INTERMEDIATE

f Write, using *hold*, an imaginary stable weather forecast to cover several areas.

g Write a short paragraph, (a) detailing some of the substances which sea-water holds in solution;

OR

(b) detailing the substances river-water holds in suspension.

h Detail in a paragraph the documents and deeds likely to be held by one of the following: a solicitor, a secretary, or an accountant.

i Detail the different things which hold your attention most, or what held your interest in a book or play.

ADVANCED

j Write a page of conversation between two people who hold opposite views on a topic, e.g. the place of women in public, professional or family life.

l Describe the stages in the proving of a scientific theory.

m Write a paragraph setting out the advantages of an imaginary commercial contract.

n Write a paragraph on the *prospects* held by a position which you would like.

o Using sentence patterns given in *o*, write an imaginary dispute between two people disagreeing as to which of them is responsible for a serious error.

p Write ten sentences about promises, etc., using *break* and *hold*.

q List ten people or qualities held by you in high regard (esteem).

make

EIGHT SENTENCE PATTERNS WITH MAKE

Demonstrable

PATTERN ONE: MAKE (+ARTICLE)+NOUN

ELEMENTARY

- a**
- 1 Make *a slip-knot*.
 - 2 Make *an aeroplane* out of this sheet of paper.
 - 3 Make *a sling* out of your tie.
 - 4 Make *a good job* of it.
- (THESE EXAMPLES are tokens of the thousands of concrete things which can be "made".)
- b**
- 1 Make *use* of your tie to make a sling.
 - 2 Make *shift* with your tie to make a sling.
- c**
- 1 Make *a hole* in this sheet of paper with your penknife.
 - 2 Make *a slit* in this sheet of paper with your penknife.
 - 3 Make *a tear* in this sheet of paper with your penknife.
 - 4 Make *a cut* in this sheet of paper with your penknife.
 - 5 Make *an incision* in the paper.
 - 6 Make *a fold* in the paper.
 - 7 Make *a corrugation* in the paper.
 - 8 Make *a depression* in the rubber.
 - 9 Make *an impression* on the soap.
- a READ ALOUD in the negative forms:
- i *Don't make a hole.*
 - ii *Make no holes.*
- b READ ALOUD in the passive voice.
- c READ ALOUD, substituting a single verb for *make + a + noun* wherever possible (e.g. *Cut this sheet of paper ...*).
- d RECAST on the following model: *Making a hole in the paper* (is easy).
- d**
- 1 Make *this motion* with your left hand.
 - 2 Make *this movement* with your right hand.
 - 3 Make *this gesture* with your right hand.

- 4 Make a gesture of impatience (of delight, joy, defiance, agreement).
- 5 Make a bow.
- 6 Make obeisance.
- 7 Make a curtsey.
- 8 Make a jump.
- 9 Make a leap.
- 10 Make a somersault.
- 11 Make an advance of six paces in the direction of the door.
- 12 Make a withdrawal of six paces.
- 13 Make a pause halfway.
- 14 Make a stop.
- 15 Make a rush for the door.
- 16 Make a dash for the door.
- 17 Make a dive for the door.
- 18 Make a detour round the table.
- 19 Make a turn round the table.
- 20 Make a tour of the classroom.
- 21 Make a move.

a READ ALOUD on the following models: *Why don't you make this motion?; Why not make this motion?*

b READ ALOUD, substituting a single verb for *make + a + noun*.
(Omit 2, 4, 6)

c RECAST on the following model: *It's easy to make this motion.*

- e**
- 1 Make an entrance.
 - 2 Make (a) way through the crowd to the table.
 - 3 Make way for teacher.
 - 4 Make haste.
 - 5 Make a visit to your friend in the back row.
 - 6 Make our farewell.
 - 7 Make our adieux.
 - 8 Make our escape.
 - 9 Make our exit.

a READ ALOUD in the passive voice, past and future tense. (Omit 3, 4)

b RECAST on the following model: *Making our entrance* (we joined the throng).

c How many of the above can be expressed in a single verb?

- f**
- 1 Make room for him at your desk.
 - 2 Make a place for this in the cupboard.
 - 3 Make a space for this on the table.
 - 4 Make a gap between these two desks.

- 5 Make *an interval* of six inches between nails.
- 6 Make *accommodation* available at your desk for him.
 - a READ ALOUD, adding (a) *we must*; and (b) *we have to*.
 - b READ ALOUD in the passive voice.
 - c READ ALOUD on the following model: *Making room for him at your desk is difficult.*

- g**
- 1 Make *a face*.
 - 2 Make *a grimace*.
 - 3 Make *eyes* at her.
 - 4 Make *an expression of sorrow* (of joy, relief, displeasure).

- h**
- 1 Make *a sound like a cow* (like a motor-car; like a bee).
Make *a rustling sound*.
Make *music*.
 - 2 Make *a noise with your pencil on your desk*.
Make *a tapping noise*.
 - 3 Make *a din with your ruler on the desk*.
 - 4 Make *an explosion with a paper bag*.
 - 5 Make *a row with your books by banging them together*.
 - 6 Make *a nuisance of yourself by talking*.
 - 7 Make *an ejaculation of pain*.
 - 8 Make *an exclamation of surprise*.
 - a READ ALOUD in the negative form: *Don't make a sound like a cow*.
 - b WHEREVER POSSIBLE, SUBSTITUTE ONE VERB FOR *make* + a + noun, e.g. *He sounded like a cow*.

INTERMEDIATE

In answer to my instruction:

- i**
- 1 Make *a remark about the weather*.
 - 2 Make *a rejoinder about the heat*.
 - 3 Make *a reply concerning your health*.
 - 4 Make *a declaration concerning your nationality*.
 - 5 Make *an observation as to the time*.
 - 6 Make *a statement about your country*.
 - 7 Make *an announcement about our next lesson*.
 - 8 Make *a speech about your native tongue*.
 - 9 Make *an oration about a famous man of your country*.
 - 10 Make *an interruption of his speech*.
 - 11 Make *an assertion about the future*.
 - 12 Make *a pronouncement about the future of your country*.
 - 13 Make *an enquiry about the time*.
 - 14 Make *an appeal for help*.

15 Make a *plea* for aid.

16 Make a *petition* for help.

RESTATE, using a single verb for *make + a + noun*, e.g. *I remarked on the weather* (insert *something* where necessary). (Omit 2, 9)

j 1 Make an *examination* of the lock of the door. (Take a look at the lock of the door.)

2 Make an *inspection* of the lock of the door.

3 Make a *brief oral report* on the condition of the lock of the door.

k 1 Make a *mark* on the board.

2 Make a *spot* on the board.

3 Make a *stroke* on the board.

4 Make a *cross* on the board.

5 Make an *angle* on the board.

6 Make a *dash* on the board.

7 Make a *plan* of the school.

8 Make a *section* of the table.

9 Make a *sketch* of the scene.

10 Make a *drawing* of the scene.

11 Make a *diagram* of the city.

12 Make a *portrait* of John.

13 Make a *caricature* of John.

14 Make a *record* of that figure.

15 Make a *copy* of that figure.

16 Make a *note* of the date.

17 Make a *list* of these articles.

18 Make an *inventory* of these articles.

19 Make a *will*.

20 Make an *entry* in your book.

21 Make an *order* for thirty articles.

22 Make a *written application* for the position.

23 Make a *written offer* to buy the lot.

24 Make a *bid* to buy the lot.

25 Make an *extract* of this speech.

26 Make an *extract* from this speech.

27 Make a *summary* of this speech.

28 Make an *outline* of this speech.

29 Make a *précis* of this page.

30 Make a *synopsis* of this page.

31 Make a *review* of this subject.

32 Make a *revision* of this chapter.

33 Make a *survey* of this question.

34 Make a *résumé* of the letter.

35 Make an appreciation of the position.

- a READ ALOUD, substituting one single verb for *make + a + noun* wherever possible, e.g. *He marked the board.*
- b READ ALOUD in the passive voice in the past tense.
- c RECAST on the following model: *By making a mark on the board* (I draw your attention to that spot).

I

- 1 Make an *approach* to the teacher.
- 2 Make an *attempt* to lift the table single-handed.
- 3 Make a *bid* to lift the table single-handed.
- 4 Make an *effort* to lift the table single-handed.
- 5 Make a *commencement* to lift the table.
- 6 Make an *endeavour* to lift the table.
- 7 Make a *plan* to move the table.
- 8 Make *arrangements* to move the table.
- 9 Make a *start* to move the table.
- 10 Make a *beginning* to move the table.
- 11 Make an *end* to moving the table.
- 12 Make a *finish* to moving the table.
 - a READ ALOUD in the two forms of the negative: *Don't make and Make no ...*
 - b READ ALOUD in the passive voice, present continuous and present perfect, e.g. *An approach is being made to the teacher; An approach has been made to the teacher.*
 - c READ ALOUD, substituting a single verb for *make + a + noun*. (Omit 3, 4, 11, 12)
 - d RECAST on the following model: *By making an approach to our teacher* (we may obtain guidance).

m

- 1 You have made an *error* in addition.
(You must make a *correction*.)
- 2 You have made a *mistake*.
(You must make an *alteration*.)
- 3 You have made a *blunder* in method.
(You must make a *change* in method.)
- 4 You have made a *mess* of the method.
(You must make an *improvement* in setting out.)
- 5 You have made a *slip* (of the tongue).
(You must make a *correction*.)
- 6 You have made a *miscalculation*.
(You must make a *correction*.)
- 7 You have made an *oversight*.
(You must make an *insertion*.)
- 8 You have made an *omission*.
(You must make an *insertion*.)

- 9 You have made *a hash* of it. (Coll.)
- 10 You have made *a faux pas*.
(You must make *an apology*.)
- 11 You must make *a modification* in the plans.
- 12 You must make *an increase* in your expenditure.
- 13 You must make *a reduction* in your expenditure.
- 14 You must make *a substitution* of this figure for that one.
- 15 You must make *a cancellation* of the booking.
- 16 You must make *a deletion* here.
 - a READ ALOUD in the negative form: e.g. *You haven't made an error in addition so you need not make a correction.* (1-8)
 - b READ ALOUD in the passive voice, e.g. *An error has been made in addition; A correction must be made.*
 - c READ ALOUD, joining the two sentences as follows: *If you have made an error in addition, you must make a correction.* (1-8)
 - d RECAST on the following model: *By making an error in addition, you make correction necessary.* (1-8)
 - e RECAST on the model: *On making an error in addition, he immediately corrected it.* (1-6)

- n**
- 1 I make *the total* 10,678. You make *the total* 10,679.
 - 2 I make *the addition* 10,678. You make *the (correct) sum* 10,679.
 - 3 I make *the (correct) answer* 10,678.
 - 4 I make *the (correct) result* 10,678.
 - 5 I make *the (correct) amount* £7 10s. 6d.
 - 6 I make *the (correct) weight* 7 cwt.
 - 7 I make *the (correct) height* 14 feet 6 inches.
 - 8 I make *the (correct) dose* three tablets per day.
 - 9 I make *the (correct) formula* P_2O_5 .
 - 10 I make *the time* ten past eleven. (Coll.)
 - a RECAST on the model: *As I make the total 10,678 (I disagree with you).*
 - b RECAST on the model: *The total is 10,678 according to me.*
 - c RECAST on the model: *What do you make the total?*

ADVANCED

- o**
- 1 Make *an excuse* for lateness. (Make *a denial* of lateness.)
 - 2 Make *an admission* of failure. (Make *an explanation* for failure.)
 - 3 Make *an objection* to home-work. (Make *a complaint* about home-work.)
 - 4 Make *a disclosure* about your work.
Make *a revelation* about your work.
Make *a confession* about your work.

- 5 Make a *clean breast* of it.
Make *amends* for damage done.
Make *restitution* for damage done.
Make an *apology*.
- 6 Make an *allegation* of favouritism.
Make a *charge* of favouritism.
Make an *accusation* of favouritism.
Make an *attack* on favouritism.
- 7 Make a *claim* for damages.
- 8 Make a *demand* about reducing homework.
Make a *protest* about homework.
- 9 Make a *contradiction* to his statement.
 - a READ ALOUD in the negative forms (omit 5): *I make no excuse for lateness; I'm not making an excuse for lateness.*
 - b READ ALOUD, substituting wherever possible a single verb for *make* + *a(n) + noun*, e.g. *He excused himself for his lateness.*
 - c RECAST on the following model: *If I made an excuse for lateness, it would (prove embarrassing).*

PATTERN TWO: MAKE + OBJECT + VERB (INFINITIVE)

- 1 (Tickle your friend.) Make your friend laugh. I am making my friend laugh. He makes him laugh.
- 2 Make him smile.
- 3 Make your friend hurry.
- 4 Make your pal cry.
- 5 Make your sister play (the violin).
- 6 Here is a toy. Make it go.
- 7 Make it work.
- 8 Make it fit.
- 9 Make it fly.
- 10 Make it jump.
- 11 Make it reach.
- 12 Make it stretch.
- 13 Make it go (fast(er)).
 - a READ ALOUD, substituting pronouns for the nouns and vice versa, and adding *please*.
 - b READ ALOUD in the indicative simple past tense (second verb remains unchanged).
 - c RECAST on the following model: *Making your friend laugh* (is no easy matter).
 - d RECAST on the following pattern: *Your friend can be made to laugh.*
 - e READ ALOUD in the negative: *Don't make ...*

INTERMEDIATE

PATTERN THREE: MAKE+DEF. ARTICLE+NOUN+ADJECTIVE

- 1 Make the space big(ger).
- 2 Make the gap large(r).
- 3 Make the space long(er).
- 4 Make the space wide(r).
- 5 Make the space deep(er).
- 6 Make the vowel loud(er).
- 7 Make the string fast.
- 8 Make the slices thick(er).
- 9 Make the mixture hot(ter).
- 10 Make the acid dilute.
- 11 Make the metal pure(r).
- 12 Make the teeth sharp(er).
- 13 It makes my arm painful.
- 14 Washing makes the skin healthy.
- 15 Cleaning makes the surface bright.
- 16 Heating makes putty soft.
- 17 This makes me tired.
- 18 Make it snappy. (Coll.)

PATTERN FOUR: MAKE+INDEF. ARTICLE+ADJECTIVE+NOUN

- 1 Make a big(ger) space.
- 2 Make a large(r) gap.
- 3 Make a long(er) gap.
- 4 Make a wide(r) gap.
- 5 Make a deep(er) gap.
- 6 Make a loud(er) noise.

PATTERN FIVE: MAKE+IT+DEF. ARTICLE+SUPERLATIVE ADJECTIVE+NOUN

- 1 Make it the biggest space (of all).
 - 2 Make it the largest gap.
 - 3 Make it the longest gap.
 - 4 Make it the widest gap.
 - 5 Make it the deepest gap.
 - 6 Make it the loudest noise.
- a READ ALOUD, substituting (i) a pronoun for the noun in Pattern three; (ii) one single verb for *make bigger*, etc., where possible.

- b READ ALOUD, substituting the opposite of the last word in Pattern three sentences.
- c WHAT IS THE DIFFERENCE IN MEANING between matching sentences in Patterns three and four?
- d COMPLETE Pattern three sentences on the following pattern: *Make it bigger* (by moving the others). (Omit 17, 18)
- e READ ALOUD Pattern three sentences in the negative: *Don't make ...* (1-12)
- f READ ALOUD Pattern three and four sentences in the passive voice in the past tense: *The space was made bigger.*

PATTERN SIX: MAKE+NOUN+INDEF. ARTICLE+NOUN;
and (PATTERN EIGHT) MAKE+ARTICLE+NOUN+FOR+NOUN

- 1 Make Jane a bouquet.
Make a bouquet for Jane.
He is making Jane a bouquet.
- 2 Make Jack a lei.
Make a lei for Jack.
He is making a lei for Jack.
- 3 Make Jean a necklace (of flowers).
- 4 Make Jill a garland (of flowers).
- 5 Make Harry a paper hat.
- 6 Make Thomas a paper aeroplane.
- 7 Make Sam a paper boat.
- 8 Make Joan a present (of the necklace).
- 9 Make John a gift (of a pencil).
- 10 Make Jim a donation (of 6d. for the fund).
 - a READ ALOUD, substituting pronouns for proper names.
 - b READ ALOUD in the simple past tense, indicative.
 - c READ ALOUD on the following pattern: *A bouquet was made for Jane.* (1-7)

ADVANCED

PATTERN SEVEN: MAKE+NOUN+NOUN (NO ARTICLE
FOR INDIVIDUAL IN UNIQUE POSITION)

- 1 Let's make John captain.
- 2 Let's make him captain.
- 3 Let's make Stan leader.
- 4 Let's make him chairman.
- 5 Let's make her secretary.
- 6 Let's make her treasurer.
 - a RECAST (1-6) on the following pattern: *John can be made captain.*

PATTERN EIGHT: MAKE + NOUN + INDEF. ARTICLE + NOUN (ARTICLE WITH POSITIONS WHICH SEVERAL PEOPLE FILL AT THE SAME TIME)

- 1 Make Jan a member of the committee.
 - 2 Make Austin a member of the committee.
 - 3 Make him a prefect.
 - 4 Make him a clerk (when he leaves school).
 - 5 Make her a nurse.
 - 6 Make him an engineer.
 - 7 Make her a librarian.
 - 8 Make her a typist.
 - 9 Make them teachers.
 - 10 Make them policemen.
- a READ ALOUD in the present perfect tense, indicative.
b READ ALOUD in the passive voice, past tense.

Some variants of the eight patterns

Demonstrable and abstract

PATTERN ONE: NOUN + MAKE A + NOUN OF (HIM)SELF BY -ING OR OVER + NOUN

- 1 He makes *a fool of himself* by boasting.
He makes *himself a fool* by boasting.
- 2 He makes *an ass of himself* over her.
He makes *himself an ass* over her.
- 3 She makes *a spectacle of herself* over him.
She makes *herself a spectacle* over him.
- 4 He makes *an object of ridicule of himself* by talking too much.
He makes *himself an object of ridicule* by talking too much.
- 5 He makes *a laughing stock of himself* by exaggerating.
He makes *himself a laughing stock* by exaggeration.

PATTERN ONE: MAKE A (NOUN) OF (PRO)NOUN

Do you think you can —

- 1 make a dancer (out) of her?
- 2 make an artist of him?
- 3 make an actress of her?

PATTERN SIX: MAKE (PRO)NOUN A + NOUN

make her a dancer?
make him an artist?
make her an actress?

- | | |
|------------------------------------|---------------------------|
| 4 make an actor of him? | make him an actor? |
| 5 make a soldier of him? | make him a soldier? |
| 6 make a convert of him? | make him a convert? |
| 7 make a liar of me? | make me a liar? |
| 8 make an honest woman out of her? | make her an honest woman? |
- 9 make a mess of it.
 - 10 make a joke of it.
 - 11 make a jest of it.
 - 12 make a business of it.
 - 13 make a point of it.
 - 14 make a failure of it.
 - 15 make a reality of it.
 - 16 make an issue of it.
 - 17 make a game of it.
 - 18 make a story of it.
 - 19 make a go of it. (Coll.)
 - 20 make a virtue of necessity. (Prov.)
 - 21 You cannot make silk purses out of sows' ears. (Prov.)
 - a READ ALOUD in the simple past tense: *They made a dancer of her*, etc.
 - b READ ALOUD in the following patterns: *I'm sure I can make a dancer of her; I'm sure I can make her a dancer.* (1-8)
 - c RECAST on the following pattern: *Making a dancer of her will be an easy task.* (1-8)

PATTERN TWO: IT + MAKES + PERSONAL OBJECT
(PRO)NOUN + VERB (+ ADJUNCT OR OBJECT)

- 1 It makes Jack cough.
- 2 It makes the reader think.
- 3 It makes you laugh to watch them.
- 4 It makes her smile to think of those days.
- 5 It makes them come a second time.
- 6 It makes us realise our good fortune.
- 7 It makes us count our blessings.
- 8 It makes you see red.
- 9 It makes him feel blue.
- 10 It makes her feel fine.
 - a READ ALOUD, adding question tags.
 - b READ ALOUD in the simple past tense.

PATTERN TWO: MAKE + REFLEXIVE PRONOUN + VERB

- 1 Make yourself hold your breath (for two minutes).
- 2 Make yourself do your duty.
- 3 Make yourself bear the pain.
- 4 Make yourself stand the pain.
- 5 Make yourself face the facts.
- 6 Make yourself do the impossible.
- 7 Make yourself practise these sounds regularly.
- 8 Make yourself dress the wound and drink the medicine.
 - a READ ALOUD, substituting *force yourself to* in place of *make yourself*.
 - b RECAST on the following pattern: *Making yourself hold your breath* (is the only way).

PATTERN THREE: NOUN + MAKE +
REFLEXIVE PRONOUN +

familiar with
cognisant of
aware of
competent in

- 1 He makes himself familiar with the regulations.
- 2 He makes himself cognisant of the facts.
- 3 He makes himself (fully) aware of all the circumstances.
- 4 The practitioner makes himself competent in all fields.

PATTERN THREE: MAKE + REFLEXIVE PRONOUN + PAST
PARTICIPLE

- 1 He can't make *himself heard*.
- 2 He can't make *himself understood*.
- 3 He can't make *his presence felt*.

PATTERN THREE: (PRO)NOUN + MAKE + OBJECT +
ADJECTIVE

- 1 It makes it dirty.
- 2 It makes it oily.
- 3 It makes me dirty.
- 4 It makes him sleepy.
- 5 It makes me sick.
- 6 This makes them tired.
- 7 Running makes me puffed.



- 8 Water makes them rusty.
- 9 Oiling makes it looser.
- 10 He makes it fast (secure).
 - a READ ALOUD, adding question tags.
 - b READ ALOUD in the negative form, simple past.

PATTERN THREE: MAKE + REFLEXIVE PRONOUN + ADJECTIVE

- 1 Make yourself tall(er).
- 2 Make yourself liked.
- 3 Make yourself more unpopular.
- 4 Make yourself useful.
- 5 Make yourself the smartest.
- 6 Make yourself scarce. (Coll.)
- 7 Make yourself as fat as you can.
- 8 Make yourself elegant.

PATTERN THREE: NOUN + MAKE + NOUN + VERB (OF SENSE) + ADJECTIVE

- 1 That makes it look right.
- 2 That makes her seem young(er).
- 3 That makes it appear new(er).
- 4 That makes her look fat(ter).
- 5 It makes the room seem small(er).
- 6 It makes her appear (more) beautiful.
- 7 Painting (it) makes it look nicer.
- 8 Pepper makes it taste nice(r).
- 9 Filing makes it feel smooth(er).
- 10 Airing makes them smell fresh(er).
- 11 He makes her seem small (physically and mentally).
- 12 She makes him look silly.
- 13 He makes her appear stupid.
- 14 She makes him look foolish.
- 15 This makes me sound silly.
 - a READ ALOUD, omitting the second verb. (1-10)
 - b READ ALOUD, substituting *has the effect of making* in place of *make*.
 - c RECAST on the following pattern: *Making it look right (is easy)*.

2. USES OF MAKE GROUPED IN ADVANCED SITUATIONS (with varied structures and vocabulary)

a *Making Presents, Contributions*

- 1 Let's make *enquiries* as to what the fund is for.
- 2 Let's make *a present* of sixpence to the fund.
- 3 Let's make *a gift* of 6d. to the fund.
- 4 Let's make *a contribution* of 6d. to the fund.
- 5 Let's make *a donation* of 6d. to the fund.
- 6 Let's make *a payment* of 6d. to the fund.
- 7 The Treasurer will make *an acknowledgement* of your contribution in due course.
- 8 Let's make *a calculation* of what you have left in your pocket.
 - a READ ALOUD in the interrogative form, past tense: *Did he make ...?*
 - b READ ALOUD in the negative: *Let's not make enquiries ...*

b *Making a Fuss* ('I have made a mistake')

- 1 Make *a fuss* about the mistake I made in addition on the board.
 - 2 Make *a row* about it.
 - 3 Make *a scene* about it.
 - 4 Make *an outcry* about it.
 - 5 Make *a nuisance* of yourselves about the mistake.
 - 6 Make *difficulties* about the mistake.
 - 7 Make *a disturbance* about this mistake.
 - 8 Make *a song and dance* about this mistake. (Coll.)
- (Exercises under c)

c *Making a Mixture*

- 1 Make *a mixture* of sand and clay.
- 2 Make *a mixture* of sand and clay and water.
- 3 Make *a concoction* of sand and clay and water. (Coll.)
- 4 Make *an addition* of a small quantity of water.
- 5 Make *a reduction* in the amount of water.
- 6 Make *the amount* of sand larger.

- 7 Make *the amount* of clay larger.
- 8 Make *an increase* in the amount of clay.
- 9 Make *the proportion* of sand greater.
- 10 Make *the proportion* of clay smaller.
 - a READ ALOUD in the passive voice.
 - b RECAST on the model: *Making a fuss about it won't help.*
 - c RECAST on the following model: *By making a fuss about it, he merely delayed action.*
 - d READ ALOUD in the present perfect tense with *I* as subject.

d *Making a Feint, a Pretence*

- 1 Make *a threat* to hit him.
- 2 Make *a feint* to hit him.
Make *as if* to hit him.
- 3 Make *a pretence* of hitting him.
- 4 Make *believe* to hit him.
- 5 Make *a demonstration* of hitting him.
- 6 Make *a show* of hitting him.
- 7 Make *a face* at him.
 - a READ ALOUD in the interrogative form, simple past tense, active voice.
 - b READ ALOUD in the passive voice, past tense. (Omit 4)
 - c RECAST on the following model: *Making a threat to hit him* (he yelled, 'I'll ...').
 - d RECAST on the following model: *Making a threat to hit him* (was the worst thing he could have done).

e *Making Friends, Enemies, Appointments*

Here is a newcomer to the class:

- 1 Make *the acquaintance* of the newcomer to the class.
- 2 Make *friends with* the newcomer.
- 3 Make *an enemy* of Jack by insulting him.
- 4 Make *an opponent* of Jack by insulting him.
- 5 Make *an ally* of Jack by praising him.
- 6 Make *a supporter* of Jack by praising him.
- 7 Make *a meeting* with Jack. (I'll meet you at the store after school.)
- 8 Make *an appointment* with the dentist.
- 9 Make *a place, date and time* with ...
- 10 Make *a rendezvous* with your friend.
- 11 Make *an engagement* with your friend.

12 Make *a date* with your friend.

a READ ALOUD in the present continuous tense, indicative.

b READ ALOUD on the following pattern: *Making the acquaintance of the newcomer to the class* (was pleasant).

f Making Choices, Decisions

Here are a number of colours:

1 Make *a choice* of two of them.

2 Make *a selection* of two.

3 Make *a decision* as to which two you select.

4 Make *a resolution* to abide by your decision.

5 Make *up your mind* as to which two you select.

6 Don't change your mind once you've made *a decision*.

a READ ALOUD, substituting where possible a single verb for *make + a + noun*.

b READ ALOUD in reported speech: *We were told to make ...*

c RECAST on the following model: *Making a choice is not easy ...*
(Omit 6)

d RECAST on the following model: *I wish I didn't have to make a choice ...* (Omit 6)

g Making a Collection, a Reputation, a Difference

1 John has made *a collection* of shells. Here they are.

2 John has made *a name* as a shell collector.

3 John has made *a reputation* as a conchologist.

4 Let us make *a study* of their shapes.

5 Make *a classification* by shape.

6 Make *a distinction* between those with two valves and those with whorls.

7 Make *a distinction* between lamellibranchs and gastropods.

8 What makes *the difference* between lamellibranchs and gastropods?

9 Make *a distinction* between these two genera.

10 Make *a division* within each genus into sub-genera.

11 Make *the difference* between the sub-genera *clear*.

12 Do these classifications make *sense* to you?

a RECAST on the following pattern: *Making a collection of shells is a lengthy business.* (Omit 12)

b RECAST on the following pattern: *By making a collection of shells, John has employed his leisure to advantage.* (Omit 12)

3. FURTHER USES OF MAKE

NOTE: The following nouns are used with *make* without an article – *make peace*; *make war*; *make love*; *make fun*; *make haste*; *make room*; *make way*; *make sail* (of ships); *make port* (of ships); *make work* (for others) *make sport* (of).

The following adjectives are used immediately after *make*, as particles – *make good*; *make sure* (of); *make certain*; *make free* (with); *make ready*; *make merry* (obs); *make bold* (to).

ELEMENTARY

α Numbers *make* Their Totals; Units of Measurement *make* Equivalent Larger Units; Components *make* The Whole

- 1 Two and two make four.
 - 2 Five pounds and five pounds ten shillings make ten guineas.
 - 3 Twelve inches make one foot.
 - 4 One and three-quarter pints make a litre.
 - 5 Twenty-two yards make one chain.
 - 6 Sixteen ounces make a pound avoirdupois, but 12 ounces make a pound troy weight.
 - 7 Ninety degrees make a right angle.
 - 8 Two thousand pounds make a short ton, while 2,240 pounds make a long ton.
 - 9 Oxygen and hydrogen make water.
 - 10 Rice and bacon make a fine dish.
 - 11 They make a fine pair.
 - 12 They make a fine team.
- a READ ALOUD, substituting *are* for *make* (1–8); *compose* (9–10); *constitute* (11–12).
- b RECAST on the model: *It's obvious that two and two make four.*
- c RECAST on the model: *That two and two make four is not to be denied.*
- d WRITE OUT tables of length, weight and money, using *make*.

b People make Visits, Journeys and Voyages

- 1 If I make *a visit* to Form IIIb, I will meet Henry there.
- 2 If we make *a trip* to town, we can do our shopping.
- 3 If you make *an excursion* to nearby places of interest, you will fill a couple of days.
- 4 If he makes *a journey* to Bilston, he will see the market in operation.
- 5 If you make *a tour* of Cambridgeshire, don't miss Ely.
- 6 If you make *a voyage* to India, of course you will come to see us.
 - a READ ALOUD in the improbable conditional: *If I made ... I would meet ...*
 - b RECAST on the following model: *Making a visit to Form IIIb* (will prove amusing).
 - c WITH HOW MANY of the above sentences can a single verb be substituted for the phrase *make a visit (= visit)*?

c People make Sense (Something), Nonsense (Nothing) of

- 1 I make *sense* of this.
 - 2 He makes *nonsense* of his promises.
 - 3 I make *something* of this picture.
 - 4 He makes *some meaning* of these figures.
 - 5 He makes *nothing* of these symbols.
- NOTE: I can't make *head or tail* of this. (Coll.)
READ ALOUD, inserting *can't*. (*Some* and *no* change to *any*.)

d People make Fun of Others or Their Characteristics

- 1 He constantly makes *fun* of his older brother.
- 2 His companions are making *a joke* of his inability to understand mathematics.
- 3 The clown makes *a fool* of the lion tamer at the circus.
- 4 She rarely makes *(a) game* of her sister.
- 5 The sailors make *sport* of the apprentice.
- 6 The old soldier made *a laughing stock* of the new recruit, 'Don't flop about like a chorus girl,' he rasped.
 - a READ ALOUD in reported speech.
 - b RECAST on the following model: *Making fun of his older brother* (was his favourite occupation).
 - c READ ALOUD in the simple past tense (1-5).

e People make Hard (Easy) Work of Tasks by ...

- 1 We are making *hard work* of *this* by using this method.
- 2 You are making *hard work* of factorising by using those figures.

- 3 He is making *hard work* of the job by not using the machine.
- 4 She is making *hard work* of washing up by not using hotter water.
- 5 They are making *hard work* of learning the language by going about it the wrong way.
 - a READ ALOUD, substituting *heavy weather* for *hard work*.
 - b READ ALOUD, substituting *easy* and *quick* for *hard*. Make other necessary changes.
 - c RECAST on the following pattern: *Making hard work of this by using this method* (isn't very intelligent).

INTERMEDIATE

f *People make Themselves + (verb of sense) + Adjective*

- 1 She makes *herself appear young* by wearing that dress.
- 2 He makes *himself sound silly* by his repetition of the obvious.
- 3 They make *themselves smell horrible* by working with leather.
- 4 You and I make *ourselves look conspicuous* by wearing hats.
- 5 You make *yourself look distinguished* in that coat.
- 6 You make *yourself sound comical* by saying that.
- 7 I make *myself sound pompous* by my manner.
- 8 One makes *oneself feel ridiculous* by appearing without shoes.
- 9 He makes *himself look different* by wearing a moustache.
- 10 She makes *herself look fat* by wearing a short dress.
 - a READ ALOUD, using (i) the comparative form of the adjective; then (ii) the opposite of the given adjective.
 - b READ ALOUD on the following pattern: *Making herself appear young* (she attracted a good deal of attention).
 - c RECAST on the model: *That dress makes her appear young*.

g *People make Money, Profit, Loss, a Living, Time (on a schedule); Machines make Time*

- 1 He is making *6d. per dozen* on the deal.
- 2 He is making *money* on that transaction.
- 3 He is making *a living* by giving music lessons and occasional radio broadcasts.
- 4 They are making *a fortune* by retreating the tailings dumps by a new process.
- 5 He is making *a handsome profit* on that investment.
- 6 He is making *nothing at all* on that series of commissions.
- 7 They are making *a speculation* on tin but will make *a loss*, I'll be bound.
- 8 He is making *a good score* under difficult conditions.

- 9 We made *twenty minutes* by coming this way through the bush instead of following the road.
- 10 The new locomotive made *half an hour* on the run from London to Glasgow.
 - a READ ALOUD in reported speech.
 - b READ ALOUD in the passive voice, past and present. (Omit agent)
 - c RECAST on the following model: *Making 6d. a dozen on the deal, he (is satisfied).*
 - d READ ALOUD in the present perfect tense.

h *People make Mention (of), Reference (to), Allusion (to), Intimation (of), Acknowledgement*

- 1 The teacher made *only a passing observation* of the part played by Erasmus.
- 2 The lecturer made *mention* of the part played by osmosis in all cell life.
- 3 The demonstrator made *a brief reference* to the part played by the catalyst.
- 4 The mathematics lecturer made *an allusion* to the part played by graphs.
- 5 The Minister made *a brief intimation* of his intention to encourage primary production.
- 6 The speaker made *due acknowledgement* to those whose work had contributed to the result.
 - a READ ALOUD, substituting a single verb for *made* + (article) + noun where possible.
 - b READ ALOUD in the passive voice. (Omit agent)
 - c RECAST on the following pattern: *Making only a passing observation on the part played by Erasmus in the Reformation, the teacher* (postponed dealing fully with the subject).

i *People, Their Statements, Writings make It Clear That ...*

- 1 In his address the secretary of the union made *it clear* that members would support the new policy of the management.
- 2 The report makes *it clear* that reforms are overdue.
- 3 The interim report on the research makes *it clear* that progress is promising.
- 4 The Prime Minister makes *it clear* that negotiations will continue.
- 5 The Board's statement makes *it clear* that the project is abandoned.
 - a READ ALOUD, substituting *leave us in no doubt* for *make it clear*.
 - b READ ALOUD on the pattern: *That (clause) ... is now made clear.*
 - c READ ALOUD in reported speech.

j People or Bodies *make* Vows, Promises, Undertakings, Agreements, Contracts

- 1 They made *a vow* to go on a Crusade to the Holy Land.
- 2 They made *an oath* to enforce the law without fear or favour.
- 3 He made *a promise* to fulfil his obligations.
- 4 The Minister made *no commitments* on the easing of credit restrictions.
- 5 They made *an undertaking* to deliver the goods before the end of the month.
- 6 The parties made *an agreement* acceptable to both.
- 7 They made *a bargain* not to sell the metal under £500 a ton.
- 8 The company made *a contract* with its main suppliers covering its needs of raw materials for five years.
- 9 They made *an engagement* to sell their waste products at a low figure.
- 10 The parents made *a settlement* in favour of the elder daughter.
- 11 The partners made *a pact* to support each other's undertakings.
- 12 These two countries made *a (com)pact* in 1939 to support each other's claims.
- 13 These three nations made *an alliance* which became known as the Triple Alliance.
- 14 At the end of the war the Allied and Central Powers made *a treaty* at Versailles.
 - a READ ALOUD in the present perfect tense. (2-11 only)
 - b READ ALOUD, using a single verb instead of *make + a + noun*. (Omit 2, 4, 9, 11, 13, 14)
 - c READ ALOUD in the passive voice.
 - d RECAST on the following pattern: *Making such a vow* (is a serious matter).
 - e RECAST on the following pattern: *The making of such a vow* (is a serious matter).

k People or Bodies *make* Rules, Rulings, Laws, Exceptions, Allowances

- 1 The committee made *a rule* that clubrooms close at 10.00 p.m.
- 2 The magistrate made *an order* for his arrest.
- 3 The Commissioner made *the ruling* that only those who had 20 years' service were entitled to the bonus.
- 4 Parliament made *a law* controlling the adulteration of foods: 'The Pure Foods Act.'

- 5 The Army made *a regulation* covering the auditing of its accounts by an independent auditor.
- 6 The secretary made *an administrative instruction* that three copies of requisitions should go first to the accountant.
- 7 They made *an exception* in his case because of prolonged illness.
- 8 They made *a special case* of Mr. X because special circumstances existed.
- 9 They made *allowances* in his case because of special circumstances.
 - a READ ALOUD in the present perfect tense.
 - b READ ALOUD, substituting a single verb wherever possible for *make + a + noun*.
 - c RECAST on the following model: *In making a rule that ..., the committee* (acted in the best interest of the club).
 - d RECAST on the following pattern: *The making of a rule that ...* (was necessary).

I (1) Degrees of Likelihood (with the noun)

- 1 This makes *his return a certainty*.
- 2 This makes *his return a probability*.
- 3 It makes *it a likelihood*.
- 4 It makes *it a possibility*.
- 5 It makes *it an improbability*.
- 6 It makes *it an impossibility*.

(DEMONSTRABLE FORM: *Moving over there makes it a certainty that you will see the board.*)

I (2) Degrees of Likelihood (with the adjective)

- 1 This makes *his return certain*.
- 2 This makes *his return probable*.
- 3 This makes *it likely*.
- 4 This makes *his return uncertain*.
- 5 This makes *it possible*.
- 6 This makes *it improbable*.
- 7 This makes *it impossible*.
 - a READ I(2) ALOUD, inserting *more/less/much more/much less/quite* before the final word. (Omit 7)
 - b READ I(2) ALOUD, inserting *more than/most* before the final word. (Omit 1, 5, 7)
 - c RECAST I(2) on the following patterns:
 - i *That he will return is (certain).*
 - ii *It is certain that he will return.*

m People made Avowals, Confessions, Denials, Rebuttals, Retractions

- 1 The accused has made *a confession* of guilt.
 - 2 The accused has made *an admission* of guilt.
 - 3 The accused have made *a(n) (dis)avowal* of complicity.
 - 4 The accused has made *a disclaimer* of his liability.
 - 5 I wish to make *a rebuttal* of these claims.
 - 6 He makes *a flat contradiction* of that statement.
 - 7 Before he died, Latimer made *a retraction* of the recantation he had made.
- a READ ALOUD, substituting one verb for *make + noun* throughout.
- b RECAST on the following pattern: *Having made a confession of guilt, the accused ...*
- c READ ALOUD in the simple past tense.

n People make Guesses, Approximations, Estimates, Assessments

- 1 If you make *a wild guess*, you cannot expect serious consideration.
 - 2 If the farmer makes *an approximation* of his annual need of fertiliser he can easily get an idea of its cost.
 - 3 If the physicist can make *an estimate* of the age of the rock crystals by measuring their present rate of radioactivity, the information can be used to make *an estimate* of the age of the beds of the whole series.
 - 4 If we can make *an accurate assessment* of the rate of acceleration of this engine, we can also make a reasonably accurate estimation of the plane's rate of climb.
 - 5 If the engineer can make *a valuation* of the damage, we can claim insurance up to that amount.
 - 6 If the author makes *an evaluation* of the part played by Europeans in developing Africa, he cannot omit the part played by missionaries.
- a READ ALOUD in the improbable conditional: *If you made ...*
- b READ ALOUD in the negative form, using (i) *if ... not*; and (ii) *unless ...* Change main clause to suit.
- c WHICH OF THE EXAMPLES ABOVE can use a single verb for *make + article + noun*?
- d RECAST on the following pattern: *Making wild guesses (won't help).*

○ *People make Tests, Experiments, Discoveries, Analyses, Syntheses*

- 1 The student made *the test* with litmus paper for the detection of an acid or alkali.
- 2 He made *the glowing splint test* for oxygen.
- 3 The physicist made *an experiment* to determine the specific gravity of lead.
- 4 The analyst made *the discovery* of a large quantity of arsenic in the body.
- 5 Joseph Priestley made *the discovery* of a new gas in 1763.
- 6 The chemist made *an analysis* of the contents of the stomach.
- 7 He made *an analysis* of air and found it to be a mixture of nitrogen, oxygen, carbon dioxide, helium, argon and other rare gases.
- 8 The author attempts to make *a synthesis* between social theory in the Middle Ages and that of today.
 - a READ ALOUD, substituting a single verb for *make + a/the + noun* throughout.
 - b READ ALOUD in the passive voice.
 - c WHAT ADJECTIVES come from *experiment, analysis* and *synthesis*?

Ⓟ *People, Their Statements make Much, Little, Light, The Best, Capital (of People or of Qualities or Events)*

- 1 Her family made *much* of her on her return.
- 2 The report made *much* of the efficiency of the management.
- 3 The Prime Minister has made *little* of the Party's achievements in his speech.
- 4 The cripple made *light* of his infirmity.
- 5 We must make *the best* of the equipment and skill we possess.
- 6 The survivors made *light* of their privations on their return.
- 7 The report makes *much* of the failure of administrative services.
- 8 The speech as reported makes *much* of the favourable developments, while the unfavourable aspects received scant attention.
- 9 The speaker made *capital* of the mistakes of the Opposition.
 - a RECAST in the passive voice: *Much was made of her on her return by her family.* (Omit 4, 6, 9)
 - b RECAST on the following pattern: *Making much of her on her return* (was natural).

q *People or Bodies make Suggestions, Proposals, Propositions, Recommendations, Policies*

- 1 The Chairman made *the suggestion* that a new distillation plant be purchased.
- 2 The Secretary made *the proposal* that the reserves be strengthened.
- 3 A member made *the proposition* to the Board that the surplus funds be used in the business.
- 4 Finally the meeting made *a recommendation* to the Board that new locations for future development be purchased.
- 5 The Board adopted the final recommendation and made *their policy* in accordance with it.
 - a READ ALOUD, substituting a single verb wherever possible for *make + a/the + noun*.
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *In making the suggestion that a new ... the Chairman* (was acting in good faith).
 - d RECAST on the following pattern: *The making of the suggestion that a new distillation plant be purchased* (was a step in the right direction).
 - e READ ALOUD in the present perfect tense, active and passive voices.

VERY ADVANCED

r *People make Differences, Comparisons, Contrasts, Distinctions*

- 1 This writer makes *no difference* between the words *stress* and *strain* in his use of them.
- 2 The chemist made *a comparison* between the behaviour of the ferric and the ferrous iron compounds.
- 3 The lecturer made *a contrast* between dew point and freezing point.
- 4 The candidate was expected to make *a distinction* between surface tension and other forms of tension.
- 5 The doctor made *an analogy* between the action of the human heart and that of a pump.
- 6 The historian made *a parallel* between the causes of the French and the Russian revolutions.
 - a READ ALOUD, substituting *draw* for *make*. (Omit 1).
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *In making no difference between ...* (the writer is correct).

s *People or Bodies make Amends, Restitution, Reparation*

- 1 If we offend people, the least we can do is make *amends* by apologising.
- 2 If we lose things belonging to other people, the least we can do is to *make good their loss* by replacing them.
- 3 If we lose things belonging to other people, the least we can do is to make *restitution* by replacing them.
- 4 If we injure other people's interests, the least we can do is to make *reparation* by compensating them.
 - a READ ALOUD, substituting a phrase expressing obligation for *the least we can do is to ...*
 - b RECAST on the following model: *Making amends by apologising is the least we can do when we have offended people.*

t *People make Diagnoses, Prognoses, Predictions, Prophecies*

- 1 The physician made *his diagnosis* only after making a thorough clinical examination followed by X-ray and blood count.
- 2 The surgeon made *a diagnosis* which necessitated an immediate operation.
- 3 The doctors called a specialist into consultation, the result of which was that they made *a favourable prognosis*: the patient would make a speedy recovery provided he received the proper treatment and care.
- 4 The scientist Mendelieff made *the prediction* that the element gallium would be discovered, and he made *predictions* as to the properties of gallium.
- 5 The astronomer Herschel made *the prediction* that the planet would be discovered because an unknown body's influence could be discerned in the calculations he made.
- 6 The old man made *a prophecy* that a period of peace and happiness would come to his people.
 - a READ ALOUD, substituting a single verb for *make + the + noun*. (Omit 3)
 - b READ ALOUD in the passive voice.
 - c RECAST on the following pattern: *Making the diagnosis only after ..., the physician ...*

u *People, Bodies make It a Habit, Practice, a Condition*

- 1 He makes it *a habit* to check his answers.
- 2 He makes it *a habit* to drive at 40 m.p.h.

- 3 She makes it *a rule* never to be late.
 - 4 He makes it *a custom* to drink milk before retiring.
 - 5 They make it *a practice* to lock up at night.
 - 6 They make it *a routine* to interview people personally.
 - 7 They make it *a condition* that the applicants be under thirty years of age.
 - 8 They make it *a proviso* that the clerk speaks English well.
 - 9 The Company makes it *a stipulation* that overseas employees be married.
- a READ ALOUD, inserting *always* and *never* after *habit*, etc., in 1-6.
 - b READ ALOUD, inserting *invariable* before *habit*, etc.
 - c RECAST on the following pattern: *Making it a habit to check his answers* (he gained high marks).
 - d READ ALOUD in the simple past tense.

✓ *People, Causes, Laws make It a Crime, Offence to ...*

- 1 Our teacher makes it *a crime* for us to talk in class.
 - 2 The Railway Act makes it *an offence* to travel without a ticket.
 - 3 The law makes it an *assault* to lay a finger on another's person.
 - 4 The regulations make it *a minor breach* to ride a bicycle in the park.
 - 5 These reactions make it *a mistake* to repeat the treatment.
- a READ ALOUD on the following pattern: *It has been made a crime to talk in class.*
 - b READ ALOUD on the following pattern: *By making it a crime to talk,* (the teacher obtained silence).

W *People or Documents or Statements make Qualifications, Reservations, Restrictions, Limitations*

- 1 I wish to make *a qualification* to the statement that all men are worthy of citizenship: the qualification is, 'All men, *except criminals and lunatics*, are worthy of citizenship.'
- 2 While he agrees that the process of healing is facilitated by warmth, the investigator makes *the reservation* that too much heat can delay healing by charring new tissues.
- 3 He made *the restriction* that only a very small number of parasites were worth investigation for this purpose.
- 4 The regulation makes *limitations* on the age of entry; only students between eighteen and twenty-two years are eligible.

- 5 I cannot make *the statement* that the use of this drug is beneficial for it is true only up to a point: I must make *the qualification* that its use is beneficial in very small doses – let us say up to a maximum of $\frac{1}{4}$ grain.

a READ ALOUD in the passive voice. (Omit 1)

b RECAST on the following pattern: *The making of the qualification ... to the statement ... is essential.*

x *People or Bodies make This (It) a Matter (of) (for) —; An Issue*

- 1 I think we should make this *a matter* for the committee to decide.
- 2 The committee will make this *a matter* for discussion at the Annual General Meeting.
- 3 His view is that we should make this *a matter* for the electorate to decide.
- 4 We should make this *a matter of finance*.
- 5 We must make *the solution* of our balance of payments problems *a matter of urgency*.
- 6 I think we should make *this question an issue* with the secretary.
- 7 We believe we should make *this the point at issue*.
- 8 Let us make *technical development a matter of low (high) priority*.
 - a READ ALOUD, substituting *it* for *this*.
 - b READ ALOUD in reported speech.
 - c RECAST on the following pattern: *Whether or not we make this a matter for the committee to decide* (should be discussed now).

y *People or Bodies, Documents make Conditions, Stipulations, Provisos, Provisions, (Pre)Requisites*

- 1 The customer made *the condition* that he must be paid in cash.
- 2 The contract makes *the stipulation* that the goods must be delivered before the end of the month.
- 3 The inventor makes *the proviso* that the metal must not be subjected to a stress of over 2,000 lbs. per square inch.
- 4 The manager makes *the provision* that the air-conditioning apparatus should be capable of bringing the temperature of the office down to 60 degrees F.
- 5 The Public Health Department makes *the prerequisite* to distribution that all carcasses for sale should be stamped.

- 6 The dentist makes *the prerequisite* that the inflammation must subside before extraction can take place.
 - a READ ALOUD, substituting *insist upon* for *made* throughout.
 - b READ ALOUD on the following pattern: *The customer made it a condition that he must be paid in cash.*
 - c READ ALOUD on the following pattern: *It was a condition made by the customer that he be paid in cash.*
 - d READ ALOUD in the passive voice (past, present and future).
 - e READ ALOUD in the present perfect tense.

z *People make Surmises, Assumptions, Suppositions, Postulates, Hypotheses, Deductions (from Information or the Lack of it)*

- 1 In view of the lack of evidence, we must make *the surmise* that the child drank the contents of the bottle not realising that it was kerosene and that it was poisonous.
- 2 We must make *the assumption* that parasites of this insect will probably be obtained from the insect's original habitat, East Africa.
- 3 We must make *the supposition* that this organ of the body is vestigial, as it seems to have no present function at all as far as we know.
- 4 We must make *the postulate* that atoms exist although we cannot see them.
- 5 We must make *the hypothesis* that the world is round, and we must proceed from that hypothesis to formulate a theory.
- 6 The geologist made *the deduction* that an unconformity existed because of the great difference in the tilt of the two sets of beds.
 - a READ ALOUD, substituting one verb for *make the + noun*. (Omit 5)
 - b READ ALOUD, substituting *put forward* for *make* throughout. (Omit 6)
 - c READ ALOUD in the passive voice. (Omit agent)
 - d RECAST on the following pattern: *Making the surmise ... will account for the known facts.*
 - e RECAST on the following pattern: *By making the surmise ... we account for the known facts.*

Written exercises

ELEMENTARY (see page 98)

- a Write five sentences on the model: *Twelve inches make one foot.*
- b Write a paragraph outlining the trips you would make from a centre you would like to visit. (Use the improbable conditional throughout.)
- c A conversation between two people discussing a picture which puzzles them.

d Describe in a paragraph the antics of a comedian or clown.

e Using *hard work of* and *hard work of it* by write three sentences on the difficulties of study.

INTERMEDIATE

f Write a comic paragraph on a committee meeting using the sentence pattern and vocabulary given.

g Describe a series of deals whereby someone won or lost a fortune.

h Describe in a paragraph a series of allusions made during a speech or lecture.

i Write a paragraph on a series of points cleared up in a document using the pattern *makes it clear that*.

j Describe a commercial agreement in broad terms between a manufacturer and a chain store company.

k Describe the results of a committee meeting.

OR

Consider an exceptional case, the ruling it concerns and the allowances made.

l Discuss in a conversation the likelihood of either:

(a) Your team's winning a match after certain changes in the team;

OR

(b) Your government adopting some action on unemployment or another economic matter.

ADVANCED

m Describe in a paragraph a variety of reactions among a group of people accused of the one crime.

n A conversation on the assessment of damage ranging from wild guesses to an exact evaluation.

o Describe the normal procedure of making an experiment in any science using the vocabulary given.

p Summarize a speech (on a political, technical or commercial subject) using the structure and vocabulary given.

q Write a page on a committee meeting and the suggestions and counter-suggestions made.

VERY ADVANCED

r Write a page discussing an analogy made by a writer between either (a) the Renaissance and modern times, (b) the cinema and television, (c) the theory of humours and modern medicine, (d) the various sources of power for industry.

s Write a paragraph on a court judgement awarding damages.

t Write a page summarizing a specialist's discussion of a case in either the education or medical field.

u Your reply to a charge that you drive dangerously.

AND

The conditions imposed by a deceased uncle noted for eccentricity who made you a bequest.

v Write a paragraph on some new by-laws passed by a sporting body, a city council or a traffic authority.

w Qualify the statement that 'All children require secondary education' or 'All teenagers require discipline'.

x Write a page of notes for a political speech outlining programmes of reform together with degrees of urgency.

y Write a page describing the stipulation of an imaginary commercial or industrial contract.

z Write a page summarizing (a) the evidence for an imaginary crime;
OR

(b) the evidence for a scientific generalisation.

meet

Demonstrable

- i He *met* his friend as he walked across the room. They *met* halfway.
- ii The two ends of the string *meet* when I stretch the string.
- iii These two lines *meet* at their extremities.
- iv She *met* her friend's gaze. Their eyes *met*. Their hands *met*.
- v She *met* her friend's greeting with a smile.
- vi This class *meets* daily.
- vii When John and Bill wrestle, John *meets* his match in Bill.
- viii A fine view *meets* the eye from this window.
- ix The sound of laughter from the playground *meets* the ear.

Non-demonstrable and abstract

ELEMENTARY

a Bodies meet

- 1 *The Association* meets annually in July.
- 2 *The General Committee* meets biannually in August and February.
- 3 *The Sub-committee* meets monthly on the first Tuesday in the month.
- 4 *The Executive* meets fortnightly on the second and fourth Mondays.
- 5 *The Social Committee* meets weekly on Fridays.
- 6 *The Finance Committee* meets on Tuesdays.
 - a READ ALOUD on the model: *The Association has its annual meeting in July.*
 - b RECAST on the model: *The annual meeting of the Association is held in July.*
 - c READ ALOUD on the model: *The Association always used to meet ...*

b People and Means of Transportation meet (Other) *Means of Transportation*

- 1 He met the morning plane from Karachi.
- 2 She met the train from London.
- 3 They met the bus.

4 *The bus met the train.*

5 *The boat train met the boat.*

a READ ALOUD in the simple present tense with question tags. What does this tense mean here?

b READ ALOUD in reported speech. *He remarked that ...*

c RECAST on the model: *After meeting the ..., (he) ...*

c *Buyers and Sellers meet a Price, the Market*

1 I cannot meet *your price*.

2 The Company cannot meet *your figure* for the repairs.

3 For a quick sale, *the seller meets the market price*.

4 I need cash: I'll meet *the market (price)* and sell.

a READ ALOUD in the simple past tense.

b READ ALOUD in reported speech.

INTERMEDIATE

d *People meet The Cost, Their Debts, Liabilities, Commitments*

1 We must meet *the cost* of the new plant by the end of this month.

2 They must meet *their bills* first.

3 The bankrupt must first meet *the wages bill*.

4 We must meet *our debts* even if we have to sell our assets.

5 We must meet *the monthly premium* on our insurance policy.

6 The firm must first meet *this claim* for £500.

7 The Company must first meet *this liability* for £500; it is a first call on their assets.

8 In these circumstances we must first meet *our interest commitments*.

a READ ALOUD, substituting *pay* for *meet*.

b READ ALOUD, using the opposite of *must* (NOT 'must not').

c RECAST on the following model: *By meeting the cost ... month (we shall gain a rebate of 5%).*

d READ ALOUD, substituting *will have to* for *must*.

e *People meet Enquiries and Demands*

1 The girl at the desk met *all enquiries* with a smile.

2 He met *these questions* with good humour.

3 She met *the constant questioning* calmly.

4 He met *this ill-considered demand* with equanimity.

5 They were already busy, and met *these new claims* on their time with annoyance.

- 6 The accused met *this cross-examination* with composure.
- 7 The postman met *this request* with a blank stare.
 - a READ ALOUD, substituting *receive* for *meet*.
 - b READ ALOUD in the passive voice. (Omit agent)

ADVANCED

f People or Bodies meet (Certain) Reactions of Others

- 1 The liberators of Paris met *a delirious welcome* from the citizens.
- 2 The travellers met *a stony silence* in every village.
- 3 The strangers met *uncomprehending stares*.
- 4 The experienced speaker is used to meeting *smiles and cheers* at one meeting and *a hostile reception* at the next.
- 5 The chairman met *unexpected opposition* to the proposals from all directions.
- 6 The inventor met *disbelief or apathy* in his efforts to sell his machine.
- 7 The Minister met *one rebuff* after another on tariff reform.
- 8 The proposers met *support and approbation* for the plan on every hand.
- 9 The captain met *criticism and abuse* of his decision on every hand.
 - a READ ALOUD, substituting *was/were greeted with* (1-3) and *experience* (5-9) for *meet*.
 - b RECAST 5-9 on the model: *The proposals met unexpected opposition from all directions.*

g People meet Certain Vicissitudes of Life

- 1 They met *the ups and downs* of life with calm.
- 2 They met *success and failure* with a grin.
- 3 They met *riches and poverty* with serenity.
- 4 They met *prosperity and adversity* with equanimity.
- 5 They met *good fortune and disaster* with imperturbability.
- 6 They met *good luck and misfortune* with equal composure.
- 7 They met *only danger, hunger and privation* on the journey.
- 8 He met *his death* in a fall while mountain climbing.
- 9 They met *their fate* bravely.
- 10 They met *the vicissitudes* of life with detachment.
 - a READ ALOUD, substituting *react to* for *meet*. (1-6, 10)
 - b READ ALOUD on the pattern: *We should meet ...* (1-6, 9-10)
 - c RECAST on the pattern: *The ups and downs of life* (do not affect them).

h *People or Bodies meet Suggestions, etc., (in negotiation), Challenges, Measures (taken by others) or Situations (with a counter-)*

- 1 They met *this suggestion* with a counter-suggestion.
- 2 They met *these proposals* with counter-proposals.
- 3 They met *these arguments* with a counter-argument.
- 4 They met *these threats* with counter-threats.
- 5 They met *these claims* with a counter-claim.
- 6 They met *this blast* of criticism with a counter-blast.
- 7 They met *this plea* with a counter-plea.
- 8 They met *this attack* with a counter-attack.
- 9 They met *this offensive* with a counter-offensive.
- 10 They met *these measures* with counter-measures.
- 11 They met *this challenge* with a counter-challenge.
- 12 They met *this attraction* with a counter-attraction.
- 13 The Royal Air Force met *the Nazi challenge* with measures designed to inflict the greatest possible losses on the enemy.
- 14 How can we meet *this competition*?
- 15 They met (*the use of*) *force* by force.
- 16 They met *this confused situation* by countermanding the order.
- 17 The Government met *the emergency* created by the earthquake with energetic measures.
 - a READ ALOUD, substituting *react to* in place of *meet*. (Omit 14)
 - b READ ALOUD in the passive voice, past and future. (Omit 13, 14)
 - c RECAST on the following model: *By meeting this suggestion with a counter-suggestion, they ...*

i *People, Measures, Materials and Sources meet Needs, Conditions, and Obligations, Circumstances*

- 1 The manufacturer will meet *the demand* for his product by increasing production.
- 2 This scheme will meet *the needs* of the community for electric power for the next ten years.
- 3 If leather will not meet *our requirements* for weight and appearance, we must use plastics.
- 4 If this source will not meet *England's requirements* for aluminium we must find an alternative source of supply.
- 5 The Secretary will meet *any request* for further information.
- 6 The contractor will have to meet *every condition* of this contract.
- 7 The Company will meet *every stipulation* in this contract.
- 8 This timber will meet *all specifications* as to hardness and ability to withstand strain.

- 9 Whatever happens, we must meet *our obligations* or our credit will be affected.
- 10 We must meet *the exigencies* of the service by sinking our personal preferences.
- 11 We must meet *these special circumstances* by appropriate measures.
- 12 The retailer must meet *the wishes* of his customers.
- 13 We cannot meet *your request* for accommodation at this late stage.
- 14 The Company cannot meet *your demand* for style and cheapness.
 a READ ALOUD, substituting *satisfy* for *meet* (1-8, 12-14); *take account of* (10-11).
 b RECAST on the model: *Failure to meet the demand ...* (will have serious consequences).

Written exercises

ELEMENTARY

- a Write a paragraph on the regular meetings you attend.
- b Describe the changes in transportation in an imaginary hurried journey round the world by a variety of means.

INTERMEDIATE

- c Write a paragraph describing either your own or your parents' imaginary commitments.
- d Write a page on 'A day at the Information Counter' or on 'A Day in Court'.

ADVANCED

- e Describe the varying reactions of audiences or members of an audience to a series of speeches by a politician.
- f Write a paragraph describing how an historical figure met the ups and downs of life (e.g. Raleigh, Charles I, Richard II).
- g Describe imaginary or protracted negotiation (e.g. Britain's entry into the Common Market).
- h Write a page on how a material will meet a series of technical requirements.

OR

How an applicant for a position meets requirements.

pass

NOTE 1: TWO NOUNS—'the *passage* (of time)'; 'the *passing* (of Queen Victoria)'.

NOTE 2: USE GREAT CARE WITH THE PASSIVE VOICE WITH THIS VERB.

Demonstrable

- i The student *is passing* to and fro before the class.
- ii He *is passing* between the chair and the table.
You watched him *pass* to and fro and between the chair and the table.
Jack is going towards the door. So is Bill. Bill goes faster.
Bill *passes* Jack before he gets to the door.
- iii Jack is at the window. He is going towards the door.
Bill is at the door. He is going towards the window.
They meet; they *pass* (each other). Jack says 'Good morning'.
Jack *passes* the time of day.
- iv Who goes there? ... Friend. ... *Pass*, friend.
- v She *is passing* her ruler to her friend.
- vi I am whispering a message in Jack's ear. *Pass* the message to Bill.
- vii I *am passing* my hand across my forehead.
- viii I *am passing* the string around this parcel.
- ix That corridor *passes* our room.
The road *passes* the school.
- x 'It's warm today, isn't it?' (I have just *passed* a remark on the weather.)
- xi '*Pass* your eye over this and see if there are any mistakes.'
- xii 'Now.' (Two seconds have *passed* since I said now.)

Non-demonstrable and abstract

ELEMENTARY

a *Candidates pass Tests, Examinations, Subjects or Qualification by examination; Examiners pass Candidates*

- 1 He passed *his Matriculation examination*.
- 2 She passed *her oral test* but failed in the written.
- 3 She passed *her diploma*.
- 4 He passed (in) Applied and (in) Pure Maths but failed in Mechanical Engineering.
- 5 The professor passed *sixty candidates* in the final exams in German.
- 6 The examiners passed *her* in physics.
 - a READ ALOUD on the model: *I think he will pass his Matriculation examination.*
 - b RECAST on the model: *Having passed his Matric. exam., he ...*
 - c READ ALOUD in the present perfect tense.

b *Things and People pass Tests, Inspection, Examination, Muster, Scrutiny*

- 1 The engine will now pass *all tests*.
- 2 These crankshafts will now pass *inspection*.
- 3 These switches pass *examination* before packing.
- 4 The recruits will now pass *muster*.
- 5 Your passport will now pass *scrutiny*.
 - a READ ALOUD, substituting *satisfy* for *pass*. (Omit 4)
 - b RECAST 2, 3, 5 on the model: *The crankshafts undergo close inspection.*

c *Lines, Roads, Rivers and Tracks pass Places; Electric Currents pass through Wires; Thoughts pass through Our Minds*

- 1 The road to Edinburgh passes *this village*.
- 2 The railway passes *Timtown*.
- 3 *The track* passes *close to the house*.
- 4 *The stream* passes *the home field*.
- 5 *Our lines of communication* pass *this area*.
- 6 *The current* passes *through the fuse wire*.

- 7 *That thought* had also passed through *my mind*.
 a READ ALOUD, substituting *run through* for *pass*. (Omit 3)
 b READ ALOUD, inserting *through* and *by* after *pass* in 1-6. What are the differences in meaning?
 c RECAST on the pattern: *Passing this village, the road to Edinburgh* (continues to Dunbar).

INTERMEDIATE

d *People pass Opinions, Judgement, Sentence; Bodies pass Votes, Motions, Amendments, Bills, Acts, Laws*

- 1 *He passed the opinion* that Harry would win the race.
- 2 *The critic passed judgement* on the play.
- 3 *The Judge passed sentence* after the verdict.
- 4 *The General Meeting* unanimously *passed a vote of thanks* to the Chairman.
- 5 *The meeting* passed *a motion* by a large majority that the office bearers be removed.
- 6 *The Committee* passed *the amendment* by a substantial majority.
- 7 *Parliament* passed *the bill* by a small majority.
- 8 *The Legislative Assembly* passed *the Pest Control Act* by a narrow margin.
- 9 *The Estates General* passed *a law* against the adulteration of food.
 - a READ ALOUD, substituting *give* (1-3); *adopt* (5-6); *enact* (7-9) for *pass*.
 - b READ ALOUD in the passive voice.
 - c RECAST (4-9) on the pattern: *The passage of a vote of thanks to the chairman by the general meeting* (was assured).

e *People (in their speech or writings) pass from One Subject to Another*

- 1 (In his speech) The Prime Minister passed *from the internal situation to external affairs*.
- 2 (In his book) The author passes *from the facts he has collected to their implications*.
- 3 (In this report) The writer passes *from a diagnosis of the present state of the economy to remedial measures* for its correction.
- 4 (In this chapter) The critic passes *from a consideration of the author's matter to that of his style*.

- 5 (In the interview) The visitor passed *from his impressions of social life to his views on the industrial situation*.
- a READ ALOUD, substituting *turn* and *go* for *pass*. (Omit bracketed section)
- b RECAST on the model: *Having discussed the internal situation in his speech, the Prime Minister turned to external affairs.*

ADVANCED

f (1) *Time, Points and Periods of Time pass*

- 1 *Time* passes, never to return.
 - 2 *The night* passed quietly.
 - 3 *An hour* passed, then another without any untoward incident.
 - 4 *The first ten minutes* passed quickly, but the last ten minutes dragged.
 - 5 *His life* passed in contemplation.
 - 6 *The moment* which everyone had been dreading passed.
 - 7 *Christmas Day* passed without incident.
 - 8 *The short rainy summer* passed and autumn was upon them.
 - 9 *The danger period* for bush fires passed without a major outbreak.
 - 10 *The period of reaction* to the drug will pass.
 - 11 *The Neolithic age* passed, giving place to the Bronze Age.
- a READ ALOUD in the present perfect (omit 4, 11) and past perfect tenses.
- b READ ALOUD, substituting *go by* for *pass*.

f (2) *People pass The Time, Periods of Time; Occupations pass The Time*

- 1 They passed *the time* playing cards.
 - 2 The patient passed *a good night*.
 - 3 They passed *an hour* visiting the Museum.
 - 4 They passed *ten minutes* admiring the view.
 - 5 He passed *his life* in contemplation.
 - 6 They passed *Christmas Day* at Sandringham.
 - 7 The convalescent passed *the danger period*.
 - 8 *Hobbies* pass the time.
 - 9 *Playing cards* passes the time.
 - 10 *Bird-watching* passes the time.
- a READ ALOUD in the present perfect and past perfect tenses.
- b READ ALOUD (1-6) substituting *spend* for *pass*; and *occupy* for *pass* in 8-10.
- c RECAST 1-7 on the model: *Having passed the time playing cards, they (were surprised at the lateness of the hour).*

f (3) *People, Things pass The Stage* where (when)
(*Stage = a point*) (often used in perfect tenses)

- 1 He has passed *the stage* when he enjoyed pillow-fights.
- 2 At forty-seven years of age Shakespeare had passed *the stage* when he took an active part in play production, and he retired to Stratford.
- 3 They have passed *the stage* where (when) building up new interests is easy.
- 4 This car has passed *the stage* where (when) repair is possible.
- 5 This city has passed *the stage* where (when) its water supplies are adequate for its growing population.
 - a READ ALOUD, substituting *is beyond* for *pass*; and *phase*, then *point*, for *stage*.
 - b READ ALOUD in the past perfect tense. (Make other changes where necessary.)
 - c RECAST (1-3) on the model: *He has passed the stage of enjoying pillow-fights.*

f (4) *Living Things, Communities pass (through)*
Stages in Development (*Stage = a period*)

- 1 The dragon fly passes *the third stage* of its life dormant as a chrysalis.
- 2 The eel passes *the third stage* of its development as an adult in the shallow waters of North-west Europe.
- 3 We have passed *the initial stages*.
- 4 The company has passed *the difficult preliminary stages*.
- 5 The country passed *a stage of reconstruction* following the unrest of last year.

(DO NOT USE IN CONTINUOUS TENSES EXCEPT WITH PEOPLE AND COMMUNITIES)

 - a READ ALOUD, substituting *spend* (1, 2) or *negotiate* (3-5) for *pass* and *phase* for *stage*.
 - b READ ALOUD, inserting *through* after *pass*.

g *Living Things and Materials pass to A State from One State to Another*

- 1 *The child* passes to *adulthood* through the difficult teen years.
- 2 *The patient* passed to *a coma* which later proved fatal.
- 3 *The mosquito* passes from *egg* to *larva* and from *larva* to *chrysalis*, and from *chrysalis* to *winged adult* in the course of its brief life.
- 4 *The family* passed from *rags* to *riches* and back again in three generations.

- 5 *Man* passed from a *nomadic* to an *agricultural state* before written history began.
- 6 Here *the vapour* passes to a *superheated state*.
- 7 At about 100 degrees F. *the paraffin groups* pass to gases.
- 8 *This compound* passes from the *liquid* to the *gaseous state* quite readily on heating.
- 9 Under pressure and heat *the plastic powder* passes to a *solid state*.
- 10 Provided these conditions are fulfilled, *the solvent* will pass to a *crystalline state*.
 - a READ ALOUD, substituting *go* for *pass*. (3-6, 8-10 only)
 - b RECAST on the model: *Passing to adulthood through ... the child ...*

h *Physical States and Conditions pass*

- 1 *This state of affairs* will soon pass.
- 2 *This condition* will soon pass, leaving the patient sedated.
- 3 *The fit of nausea* passed, leaving her trembling and weak.
- 4 *The comatose condition* passed, leaving him weak but conscious.
- 5 *The molten state* of metal passes as the temperature falls.
- 6 *The completely aseptic state* of the instruments soon passes on exposure to air.
- 7 *The sterilized condition* passes rapidly on exposure to air.
- 8 *The poisonous conditions* pass as the concentration is dissipated by the wind.
- 9 *The colloidal state* passes on the introduction of the salt.
- 10 *Inflationary conditions* passed and gave way to a deflationary phase.
- 11 *Inflation* is passing, giving way to deflation.
 - a READ ALOUD changing *state* to *condition* and vice versa. (Omit 1, 3, 10, 11)
 - b READ ALOUD, substituting *will not last* or *did not last* for *pass*.

i *Emotional States pass; People pass from One Emotional State to Another*

- 1 *This state of mind* will pass.
- 2 *This state of indecision* will pass.
- 3 *Grief and despair*, however profound, will pass.
- 4 *Her fit of nerves* passed when she entered the hall.
- 5 *His feeling of gratitude* passed.
- 6 *Her pang of pity* soon passed.
- 7 *His infatuation* will pass.
- 8 They pass from *confidence* to *despair* with bewildering speed.
- 9 She passed from *tears* to *laughter*.



10 At one blow, he passed *from love to hatred*.

a READ ALOUD, substituting *not last* (1-7) and *go* (8-10) for *pass*.

b RECAST (1-7) on the model: *The passing of this state of mind* (will not be long delayed).

c RECAST (1-7) on the model: *This state of mind is a passing phase*.

j *Events, Changes or Developments pass unnoticed*

1 *His remark* passed unnoticed.

2 *Her change of tone* passed unnoticed.

3 In the confusion *his escape* passed unnoticed.

4 *The new charges* passed unnoticed by the public.

5 *The great increase in wheat production* passed almost unnoticed.

6 *This development* passed unnoticed.

7 *The newspaper's new policy* passed unnoticed.

8 *This short phase of doubt and hesitation* passed unnoticed.

a READ ALOUD in the negative form.

b READ ALOUD, inserting *fortunately* and *unfortunately* throughout.

c READ ALOUD on the pattern: *No attention was paid to* (his remark).

d READ ALOUD in the present perfect tense.

k *Incredible Actions or Qualities pass Our Belief, Understanding*

1 It passes *my knowledge* how he could have escaped.

2 It passes *belief*, how many of these athletic records have been broken today at the Olympics.

3 It passes *my understanding* how they can make such claims in the face of the facts.

4 It passes *comprehension* how quickly science progresses.

5 It passes *the wit of man* to devise a world government.

a READ ALOUD in the simple past tense. (Omit 4, 5)

b READ ALOUD on the pattern (omitting *it*) e.g. *How he could have escaped, passes my knowledge ...*

Written Exercises

ELEMENTARY

a Write a paragraph about your ambition, detailing the tests and exams you have passed or expect to pass.

b Write four or five sentences describing the testing or sampling of raw materials or products in a factory.

c Write a paragraph describing the course of a main road or railway in your area.

INTERMEDIATE

d Describe in a paragraph the passage of motions or legislation at a meeting.

e Write three or four sentences using *pass*, describing the topics discussed in a book or speech.

ADVANCED

f (1) Write a paragraph on the slow passage of time by describing one person waiting for another.

(2) Write a paragraph on a crowded hour of a visit to a place where many things are on view.

(3) Describe in a paragraph the stages you have passed. ('I've passed the stage of playing marbles ...').

(4) Describe the development in the life of an insect.

g Describe man's development since prehistoric times.

OR

Describe an industrial process.

h Describe the development of a common malady.

i Write a paragraph describing a screen favourite who passes through various emotional states in a short time.

k Make up five sentences about the incredible qualities of your friends, on the model given.

raise

Demonstrable

- i He *is raising* the weight.
He *is raising* his hat.
- ii He *is raising* his arms.
He *is raising* his left leg.
He *is raising* his hand.
He *is raising* his eyes.
He *is raising* his eyebrows.
- iii He *is raising* his voice.
- iv He *is raising* the dust.
The duster *raises* the dust.
- v He *is raising* a laugh.
His antics *raise* a laugh.
- vi A burn *raises* a blister.
A blow *raises* a swelling.
A blow *raises* a contusion.

Non-demonstrable and abstract

ELEMENTARY

a *People and Bodies raise Money, Taxes, Wages, Crops, Animals, Armies*

- 1 The bazaar raised £50 for the church.
- 2 I can't raise even *a fiver* at the moment.
- 3 They've raised *her wages* by a pound.
- 4 The Committee raised £1,000 for charity in two weeks.
- 5 The Government will raise *a tax* on petrol next year.
- 6 In the midwestern states of the United States, farmers raise *hogs* and *maize*.
- 7 The Company is raising £5 million of *new capital* as soon as possible.
- 8 In this delta area, farmers raise *sugar and jute*.
- 9 The Government raised a £5 million loan overseas last month.

- 10 The country raised and equipped *an army of 50,000 men*.
 a READ ALOUD adding question tags.
 b READ ALOUD in the passive voice. (Omit 2)
 c RECAST, on the following model: *The raising of £50 for the church at the bazaar* (was a fine gesture).

INTERMEDIATE

b *People raise Hopes, Morale, Doubts; Favourable News and Events raise Hopes, Morale, Enthusiasm, Interest; Unfavourable News and Events raise Doubts*

- 1 *The speaker* raised *hopes* of better times next year.
- 2 *The Commander* raised *morale* by granting leave.
- 3 *The Chairman* raised *doubts* as to the successful outcome of the negotiations.
- 4 *The close game* raised *excitement* to fever pitch.
- 5 *The jest* raised *the tramps' flagging spirits*.
- 6 *The discovery of the new drug* raised *public interest* to new heights.
- 7 *The promise of assistance* raised *their hopes* of building their own home.
- 8 *The arrival of reinforcements* raised *morale*.
- 9 *The non-arrival of reinforcements* raised *doubts* as to the success of the campaign.
 a READ ALOUD in the passive voice.
 b READ ALOUD, substituting *arouse* (1, 3, 7, 9) or *improve* (2, 6, 8) or *lift* (4, 5, 6) for *raise*.
 c READ ALOUD in the present perfect tense.

c *People raise a Matter, a Subject, a Point, an Objection for discussion or decision; Matters raise Other Matters*

- 1 He is raising *this subject* of the payment of tax instalments with the authorities by letter.
- 2 She is raising *the question* of her leave-entitlement again.
- 3 The buyer is raising *the matter* of the quality of the article he purchased.
- 4 His lawyer is raising *a point of order*; he objects to the acceptance of this evidence.
- 5 They are raising *the point* of the manner of the payment, not the amount.
- 6 I wish to raise *an objection* to that last statement.

- 7 This question raises *broader issues* and deserves careful consideration.
- 8 The matter of the Adoption Act raises *the whole question* of the community's attitude to the family.
 - a READ ALOUD in the present perfect tense. (Omit 6)
 - b READ ALOUD, substituting *bring up* for *raise* throughout.
 - c READ ALOUD in the passive voice, present perfect tense. ('has been raised').
 - d RECAST on the following pattern: *The raising of this subject of the payment of tax instalments with the authorities by letter* (is a good move).
 - e READ ALOUD in the future form: *He is going to raise ...* (1-5)

ADVANCED

d *People, any Change or Event may raise Anything* which can be expressed in number (except time)

- 1 If he deposits £10, he will raise his *balance* to £100.
- 2 If these batsmen make 100 between them, they will raise *the score* to 310.
- 3 If I make a donation of £5, I will raise *the total* to £100.
- 4 If he does the job well, they will raise *his salary*.
- 5 If he has the money, he will raise *his offer*.
- 6 If we switch on the current, we raise *the temperature* to 500 degrees F.
- 7 If an additional hundred can be produced weekly, it will raise *our production* to 2,000 sets a week.
- 8 If our sales continue at the same level for the rest of the year, we shall raise *our profit* by £20,000.
- 9 If we include the incidence of enteric early in the year, we will raise *the rate of infant mortality*.
- 10 If there is any decrease in absenteeism, it will raise *output* by a proportionate amount.
- 11 If we evaporate some of the liquid, the loss raises *the salinity* of the liquid.
- 12 If we add a small amount of the salt, it will raise *the strength* of the solution to saturation point.
- 13 If we do this, we raise *X* to the power of 10.
- 14 If we wish to solve the equation, we raise *the indices* to the power of 10.
- 15 If we do this, we raise *the probability* of error.
- 16 If this Bill is passed, it will raise *taxation* to the point of discouraging initiative.
- 17 If we maintain this treatment, we shall raise *the rate of recovery*.
- 18 If we install this machinery, we shall raise *the degree of purity* of the metal to 95%.

- 19 If we make these modifications to the machine, we will raise *the rated horsepower* by approximately 50 h.p.
- 20 If conditions worsen, Treasury will raise *the Bank Rate*.
 - a READ ALOUD, changing the main clause to the passive voice (... *his balance will be raised to £100*).
 - b READ ALOUD in the improbable conditional.
 - c RECAST on the model: *His balance will rise to £100, if he deposits £10.* (Omit 14)
 - d READ ALOUD in the impossible conditional. What does each sentence now mean?

e *People, Bodies, Improvements raise Standards, Quality and Levels (of Attainment)*

- 1 This year they have raised *the standard of entry* to the Service.
- 2 They raised *the level of adult literacy* by these campaigns in the villages.
- 3 The new management raised *the quality* of the coal by screening and washing it.
- 4 They raised *the standard of living* by raising productivity.
- 5 The Corporation raised *the qualifications* for its employment of professional staff.
- 6 Charles Wesley and his followers raised *the moral tone* of eighteenth-century England.
- 7 Christianity markedly raised *the morals* of its adherents.
- 8 An educational campaign markedly raised *the level of hygiene* in our community.
- 9 The new fuel raises *the performance* of the engine.
- 10 These improvements in procedure will raise *the efficiency* of the clerical work.
 - a READ ALOUD, substituting *improve* for *raise*. (Omit 5)
 - b READ ALOUD in the passive voice, present perfect. (1-5, 8-10)
 - c RECAST on the following pattern: *By raising the standard of entry to the Service this year, they (have reduced enlistments).*

f *People, States or Events raise Reactions (Opposition, Support, Demands, Protests, Disturbances)*

- 1 *The Chancellor* raised *opposition* by his tax proposals.
- 2 *The speech* of the Chancellor raised *opposition* on both sides of the House.
- 3 These measures raised *considerable support* for the Government.
- 4 This state of affairs raised *a demand* for reform.
- 5 The minority raised *a disturbance* at the meeting when they saw that they were outvoted.

- 6 This small but influential group raised *protest after protest*.
- 7 This suggestion, good in itself, raised *a storm of protest*.
- 8 His disappearance raised *controversy* and *a demand* for punishment.
- 9 These new excuses raised only *bitter recrimination*.
- 10 The campaign for support raised *enthusiastic protestations* of willingness to help.
 - a READ ALOUD, substituting *arouse* for *raise*. (Omit 5, 6)
 - b READ ALOUD in the passive voice.
 - c RECAST on the following models:
 - i *Raising opposition by his tax proposals, the Chancellor ...*
 - ii *By raising opposition by his tax proposals, the Chancellor ...*
 - d READ ALOUD in the present perfect tense. (Omit 5)

Written exercises

ELEMENTARY

- a (1) Describe in a paragraph how a sum of money was raised for a worthy cause in a variety of ways.
- (2) Describe a geographical area you know about, and describe its primary industries.
- (3) Describe in a paragraph how your country's Government has raised money this year.

INTERMEDIATE

- b (1) Describe in three or four sentences how good news raised the flagging spirits of survivors of a shipwreck.
- (2) Write a page describing how output, efficiency and morale is raised in an organisation by a change to good management.
- c Write a page describing an argument in which *a matter, points, objections* and *broader issues* are raised.

ADVANCED

- d Describe:
 - (1) Improvements which raised production.
 - (2) Modifications which raised the output of machines.
- e Write a page describing a person's work who succeeded in raising the level of his community's material and spiritual well-being.
- f Describe in a page a stormy meeting. Include some *c-type* sentences.

rise and fall

NOTE: 1 Do not use these verbs with people as subject except intransitively;

2 The passive voice has very minor role, if any.

Demonstrable

RISE AND FALL

- i The balloon *rises* and *falls*.
He tripped and *fell*, but *rose* again.
- ii My voice *rises* and *falls*.
- iii This line *rises*, then *falls*.
- iv 100-200-300-400 (These numbers *rise* by hundreds from 100 to 400)
400-300-200-100 (These numbers *fall* by hundreds from 400 to 100)
- v The road to the next village *rises* for a mile and then *falls*.
- vi Birds *rise* and *fall* when flying.
- vii The steps *rise* to the house. The steps *fall* to the road.
- viii Jack runs across the room. His speed *rises* from his start but *falls* as he nears the wall.

RISE ONLY

- i He is sitting on a chair. He *rises* to his feet to greet us. He *rose* from his seat.
- ii When he pushed the window up, it *rose* to the height he wanted.
- iii Smoke *rises*. Hot air *rises*. The flame of the match *rises*.
- iv The tree *rises* 30 feet.

FALL ONLY

- i The ruler *falls* to the floor when I let go of it. I let the ruler *fall*.
- ii His eyes are closing; he *is falling* asleep.
- iii The light from the window *falls* on this side of his face. A shadow *falls* on his face when I get between him and the window.

- iv The stress *falls* evenly on compound nouns like 'Prime Minister'.
- v I want someone to clean the board. My choice *falls* on John: 'John, will you clean the board, please?'
- vi My eyes *fall* on John's book which is on the floor.
- vii I throw a stone at the tree. It *falls short* and does not hit it.
- viii Her face *fell* when she saw her mistake.

Non-demonstrable and abstract

a Certain Natural Phenomena *rise*; Some *fall*; Some *rise* and *fall*

(1) Both *rise* and *fall*

- 1 After the heavy rain, the rivers are *rising*. They won't *fall* for a week.
- 2 The wind is *rising*. It will be some time before it will *fall*.

(2) *Rise* only

- 1 *The sun* rises at 5.00 a.m. and sets at 7.45 p.m.
- 2 *The moon* rises at 10.50 p.m. and sets at 8.00 a.m.
- 3 *A storm* rose, bringing winds of hurricane force.
- 4 *A blizzard* rose and lasted for five days.
- 5 *The River Thames* rises in the Cotswolds.
- 6 *The tide* is rising; it will be high tide in two hours.
- 7 *The mist* rose by midday.
- 8 *The clouds* rose to reveal a view of the valley.

(3) *Fall* only

- 1 *Heavy rain* is falling today, though snow fell yesterday.
- 2 *Darkness* falls swiftly in the tropics.
- 3 *The leaves* fall from the trees in autumn.
 - a READ ALOUD, in the future tense. (Omit 5)
 - b CONSTRUCT SIMPLE SENTENCES with each of the subjects above, using *rising* or *falling* as adjectives, e.g. *The rising rivers make travel dangerous*. (Omit 5)
 - c WITH HOW MANY OF THE ABOVE can *arise* be used for *rise*?

b Ground and Gradients *rise* and *fall*

- 1 *The ground* fell steeply beneath our feet to the valley miles below.
- 2 *The plateau* rises slightly to the north-east.

- 3 Here *the valley* widened and fell to sea-level.
- 4 *Mount Kilimanjaro* rose to the west.
- 5 *The rolling plains* rose imperceptibly to the foothills of the range.
- 6 *The escarpment* rose on our left, then fell again.
- 7 On the fourth day *three islands* rose out of the sea.
- 8 The gradient *rises* steeply to the top of the pass and *falls* just as steeply on the other side.
- 9 *The road* rises for a mile and then falls.
 - a READ ALOUD, substituting *slope upward* or *downward* for *rise* and *fall*. (Omit 7).
 - b MAKE PHRASES on the pattern: *The falling ground*. (Omit 4, 7, 9)

c *Dates fall on Weekdays; (Moveable) Feasts fall on Dates and Weekdays*

Fall only

- 1 *The first of June* falls on a *Friday* this year.
- 2 *Boxing Day* falls on *Tuesday* this year.
- 3 *Good Friday* falls on the 20th of *March* this year.
- 4 *Easter Sunday* falls on the 22nd of *March*.
 - a READ ALOUD on the pattern: *I'm sure (that) the first ...*
 - b READ ALOUD on the pattern: *If the first falls on a Friday*, (the second will be a *Saturday*).

d *Sounds rise and fall (in intensity and pitch)*

- 1 *Her cry* rose to a *loud scream*.
 - 2 *His voice* rose to a *shout*.
 - 3 *The clatter of hooves* rose to a *thunderous roar* which shook the earth as the cavalry charged by.
 - 4 *The clapping* rose to a *crescendo* of applause on the second appearance of the artist.
 - 5 *The patter of the rain* on the iron roof rose to a *loud drumming* as the squall passed over.
 - 6 *The murmur of the machines* rose to a *high-pitched whine* as they gathered speed.
- READ THE SENTENCES with *fall* and *drop* instead of *rise*. Also make a suitable change to the adverbial phrase.

e *Courts, Parliament rise* (cease to sit); *People and Areas rise* (in revolt)

Rise only

- 1 At 4.30 p.m. *the Court* rose.
- 2 *Parliament* rose for the Easter vacation.
- 3 *The people* of the City rose against their rulers.
- 4 *The peasants* rose against their Lords.
- 5 *The North* rose and declared for the King.

READ ALOUD, substituting *adjourn* (1-2) and *revolt* (3-5) for *rise*.

f *Cost, Blame, Burdens and Responsibility fall* on *People or Bodies*

- 1 *The cost* of the excursion fell equally on all those taking part.
- 2 *The expense* fell on those able to bear it.
- 3 *These charges* fall on those who buy the goods.
- 4 *The blame* for the breakdown fell on those responsible.
- 5 *The responsibility* falls on those who made the decisions.
- 6 *The burden of leadership* falls on junior officers.
- 7 *The full load of responsibility* for the family now fell on the eldest boy.
- 8 *The full weight of responsibility* for the department fell on the Secretary, during the Minister's absence.

a READ ALOUD in the future tense.

b READ ALOUD, substituting *is borne by* for *fall on*.

ADVANCED

g *All Nouns* referring to things which have *Price* or which can be expressed in variable numbers, and *Thermometers, Barometers, Mercury, rise and fall*

- 1 *Copra* rose £2 a ton yesterday. *Rice* fell £1 a ton.
- 2 *National Consolidated* rose a shilling in Johannesburg, while *Union Corporation* fell a shilling.
- 3 *Enrolments* in science subjects rose, while those in arts subjects fell.
- 4 While *gross profits* rose, *net profits* fell because of a rise in taxation.
- 5 *Gross takings* rose to £20 million while *depreciation* fell by £10,000.
- 6 Get out your skis - *the thermometer* is falling and *the barometer* rising.

- 7 An unusual phenomenon at this stage – *the patient's blood-pressure* is rising while *the pulse rate* is falling.
- 8 *Estimates* of damage done by the fire are rising while those of casualties are falling.
- 9 *Wages* are rising, and as *the cost of living* is falling, *real wages* are rising.
- 10 *Pressure* rises within the tyre as its temperature rises.
- 11 *The degree* of insect infestation in the fruit rose markedly in the warmer weather.
- 12 *The recovery rates* rose rapidly with earlier and more regular treatment.
- 13 *The rate of flow* rose as the snows melted.
- 14 *The rate* of consumption of fuel rose with the speed.
- 15 *The rate* of deterioration rose with the substitution of the pure metal for the alloy.
- 16 *The degree* of oscillation of the seismograph rises with the intensity of the shocks.
- 17 *The speed of the reaction* rises with the temperature.
- 18 *Production* in the industry is rising while unemployment is falling.
- 19 *Demand* for electricity rises at 8.30 a.m. and 4.30 p.m. and falls between times.
- 20 *The output* of domestic electrical appliances rises and falls with the demand, which is seasonal.
 - a READ ALOUD, transposing the verbs. (Make other necessary changes)
 - b READ ALOUD, substituting *increase* for *rise* and *decrease* for *fall*. (Omit 6)
 - c RECAST on the following pattern: *There was a rise (fall) in enrolments in science subjects.*
 - d RECAST on the following pattern: *The rising price of copra and the falling price of rice* (indicate a good season for the Pacific).

h *People, Bodies and Countries rise (to) or fall (from) Eminence, Senior Positions, Fame or Predominance*

- 1 *The young Nelson* rose rapidly in the Service.
- 2 *The new clerk's* work was outstandingly good and he rose within a few years to a position of trust and responsibility.
- 3 'I fain would rise but fear to fall,' wrote Sir Walter Raleigh.
- 4 *Britain* rose on her sea and industrial power for three centuries.
- 5 *Rome* fell when she could no longer rely on her own people to defend her frontiers.
- 6 *Parliament* rose in power and influence as the power of the Sovereign fell.

7 *Empires rise and fall.*

a RECAST on the following subject pattern: *The rise of the young Nelson* (was rapid).

b MAKE UP five titles for imaginary books on the following pattern: *'The rise and fall of the Roman Empire'*

i *Certain Emotions (Interest) or Their Expression rise and fall*

1 *The morale* of Cromwell's army rose with each victory.

2 *Spirits* rose on the receipt of this good news.

3 *Hopes of rescue* rose as the weather on the summit of the mountain improved.

4 *Excitement* rose as the climax of the game approached.

5 *Anxiety* rose for the miners' safety after the second explosion.

6 *Enthusiasm* rose with the arrival of the first competitors.

7 *Fears* rose that the lone voyager would not be seen again.

8 *Tension* rose with each passing minute.

9 *Public interest* in the affair rose from day to day.

a READ ALOUD, substituting *fall* for *rise*. (Make other changes as required.) (Omit 5, 7)

b RECAST on the following pattern: *Rising morale in Cromwell's army* (was the result).

c RECAST, using *rise* (not *fall*) as follows: *The rise in the morale of Cromwell's army with each victory* (was pronounced). (Omit 3, 7)

j *Certain Misfortunes fall (on People or Areas)*

Fall only

1 *A series of misfortunes* fell on Job.

2 *Calamity after calamity* fell on the family after their father's death.

3 *Disaster*, in the shape of an earthquake, fell on the country.

4 *War and pestilence* fell on the survivors.

5 *A catastrophe* fell on the city of Gomorrah.

a READ ALOUD in the past perfect tense.

b RECAST on the following pattern: *When a series of misfortunes fell on Job*, he (questioned the existence of God).

Written exercises

ELEMENTARY

- a (1) Write five sentences telling where five great rivers of the world rise.
(2) Write two paragraphs, one describing the onset of a storm and its effects, and the other its end, using *rise* and *fall* as much as possible.
(3) Describe in a paragraph, using varying tenses, a morning after a storm.

b Describe the land around your school, using *rise* and *fall*.

d Write a paragraph describing one of the following, giving emphasis to the sounds:

(a) An orchestra heard from a distance.

(b) An excited crowd at a football match.

(c) A march-past, a procession you witnessed (bands, cheering, marching).

ADVANCED

g (1) Write a paragraph describing the variations in prices of your country's exports over the last year or so.

(2) Write a page describing the rise of a successful business or industry. (Profits, reserves, output, capital)

(3) Write a paragraph on a scientific topic, e.g. pest infestation, blood counts, composition of rocks, productivity.

h (1) Write a biographical paragraph about the rise and fall of an historical character, e.g. Sir Walter Raleigh, Stafford, Chaka the Zulu King.

(2) Write a paragraph on the rise and fall of a nation or empire, e.g. the Mogul Empire, a Chinese dynasty, the Spanish Colonial Empire.

i Describe a crowd watching a boxing match.

j Describe in a paragraph an imaginary series of misfortunes falling on a family.

see

In English 'we habitually speak of knowing in terms of sight' ... (SPECULATIVE INSTRUMENTS, *I. A. Richards*).

A large proportion of the uses of *see*, both in the oral and written language, mean UNDERSTAND or REALISE. From delay-phrases like 'I see' and 'Let me see', the uses range to the expression of understanding of complex relationships.

Students are warned that in using *see* to mean UNDERSTAND, the progressive or continuous tenses are not used.

Demonstrable

- i I *see* you.
- ii I can *see* the sky from where I sit.
- iii We *see* John walking across the room.
We *see* a cart moving along the road.
- iv We *see* John arrive at the door.
We *see* something move on the edge of the forest.
- v If I cross my eyes, I *see* double.
- vi Let me *see*. What's the date today?
- vii John is feeling sick. His friend will *see* him home.
- viii *See* that you put the date at the top of the page.
- ix I *see* it's already ten o'clock.
I *see* today's Wednesday.
I *see* today's the fifth.
I *see* tomorrow's the sixth.
I *see* Friday's the twelfth.
- x *See* if there is any paper left.
See if you can reach the top shelf.
See if you can translate this.
See if he can tell you the time.
See if he knows where Axel Street is.

Demonstrable and abstract word order exercises

- 1** What is it? I *see* what it is. I can't *see* what it is.
 Where is it? I *see* where it is. I can't *see* where it is.
 Who is it? I *see* who it is. I can't *see* who it is.
 Why is it? I *see* why it is. I can't *see* why it is.
 How is it? I *see* how it is. (Coll.)
 When is it? I *see* when it is. I can't *see* when it is. (Physical)
- 2** What does it mean? I *see* what it means.
 Where does he live? I *see* where he lives.
 Why does he come? I *see* why he comes.
 How does it work? I *see* how it works.
 When do they close? I *see* when they close.
 Who cleans the room? I *see* who cleans the room.
 What did it mean? I *saw* what it meant.
 Where did it go? I *saw* where it went.
 When did it happen? I *saw* when it happened.
 How did it happen? I *saw* how it happened.
- 3** What do you do now? I *see* what to do now.
 Who do you help now? I *see* who(m) to help now.
 How do you stop now? I *see* how to stop now. I *see* how. I don't *see* how.
 Where do you stop now? I *see* where to stop now. I *see* where. I don't *see* where.
 When do you stop now? I *see* when to stop now. I *see* when. I don't *see* when.
 Why stop? I *see* why to stop now. I *see* why. I don't *see* why.
 I don't *see* why not.
- 4** I *see* what not to do. I don't *see* what to do.
 I *see* who not to approach. I don't *see* who to approach.
 I *see* how not to stop. I don't *see* how to stop.
 I *see* where not to stop. I don't *see* where to stop.
 I *see* when not to stop. I don't *see* when to stop.
 I *see* why not. I don't *see* why not.

MILD COMPULSION

- 5** What is to be done? I *see* what is to be done.
 Where is it to be done? I *see* where it is to be done.
 How is it to be done? I *see* how it is to be done.
 When is it to be done? I *see* when it is to be done.
 Why is it to be done? I *see* why it is to be done.

STRONG COMPULSION

What has to be done?	I <i>see</i> what has to be done.
Where has it to be done?	I <i>see</i> where it has to be done.
How has it to be done?	I <i>see</i> how it has to be done.
When has it to be done?	I <i>see</i> when it has to be done.
Why has it to be done?	I <i>see</i> why it has to be done.

- 6
- | | |
|--------------------------|---|
| How does it work? | I <i>see</i> the way it works. |
| How is it done? | I <i>see</i> the way it's done. |
| How is it done? | I <i>see</i> the way to do it. |
| How should it be done? | I <i>see</i> the way it should be done. |
| How ought it to be done? | I <i>see</i> the way it ought to be done. |
- 7
- | | |
|---|---|
| I can't see <i>the good</i> of this part. | I can't see <i>the good</i> of being early. |
| I can't see <i>the use</i> of this delay. | I can't see <i>the use</i> of going at all. |
| I can't see <i>the purpose</i> of this step. | I can't see <i>the purpose</i> of arriving late. |
| I can't see <i>the value</i> of two switches. | |
| I can't see <i>the result</i> of this experiment. | I can't see <i>the value</i> of repeating the work. |
| I can't see <i>the effect</i> of this modification. | |
| I can't see <i>the effect</i> of boiling the water. | I can't see <i>the effect</i> boiling will have. |

I can't see *what good* being early does.
I can't see *what use* this delay will serve.
I can't see *what purpose* this step will serve.
I can't see *what value* there is in repeating the work.
I can't see *what result* heating will have.
I can't see *what effect* heating will have.

Non-demonstrable and abstract

ELEMENTARY

α People or Bodies see People or Bodies

- 1 I wish to see *the manager*, please.
- 2 Professor Smith cannot see *any students* today.
- 3 He hopes to see *his family* next month.
- 4 The Committee will not see *the deputation* today.

- 5 *The Board cannot see all applicants this morning.*
 - a READ ALOUD, substituting *interview* for *see* (*visit* in 3).
 - b READ ALOUD on the affirmative continuous tense patterns:
 - i *I'm seeing the manager tomorrow*; and
 - ii *I'll be seeing the manager tomorrow*.

b *People or Bodies see some/no Harm, Difficulty, Danger, Risk (in ...)*

- 1 I see *no harm* in being present.
- 2 A child sees *no danger* in diving.
- 3 They see *no peril* in the careless use of firearms.
- 4 She sees *no difficulty* in my changing the bookings.
- 5 She sees *no risk* in driving at 50 m.p.h.
- 6 The committee sees *no hazard* in buying Government bonds.
 - a READ ALOUD, substituting *I can't see any* and *I see little* for *see no*.
 - b COPY, substituting *apprehend* for *see*. (Omit 1)
 - c READ ALOUD in the passive voice.

c *People see Information (in books or in speech)*

- 1 I see in today's paper *that our team won*.
- 2 We shall see in the next radio programme *what happened to the hero and heroine*.
- 3 We saw in the last chapter *how steam can be converted into movement*.
- 4 We have already seen *how Priestley, the discoverer of oxygen, fled to America*.
- 5 We have seen *how proper maintenance plays an important part in the life of the machine*.
- 6 We shall see in the next lecture *the causes of the decline of the mediaeval guilds*.
 - a READ ALOUD, substituting *read* or *hear* for *see* according to the sense.
 - b READ ALOUD in reported speech.

d *People or Bodies see that Work is Done as Desired*

- 1 See *that he doesn't waste any of that amalgam*.
- 2 The inspector will see *that the fish caught are not undersized*.
- 3 The foreman will see *that the apprentice has a variety of work*.
- 4 The checker will see *that each part is made to specification*.
- 5 The accountant will see *that all money is accounted for*.

- 6 The Divisional Headquarters will see *that transportation services are improved*.
- READ ALOUD, omitting *that*.
 - READ ALOUD, inserting *to it* after *see*.
 - READ ALOUD, substituting *make sure* and *ensure* for *see*.
 - RECAST on the pattern: *Seeing that the fish caught are not undersized* (is essential). (Omit 1)

INTERMEDIATE

e *People see Opportunities, Chances, Openings*

- He saw *an opening* for a man with initiative, and took it.
 - She saw *the chance* of helping her neighbours in this way, and took it.
 - He saw *the opportunity* of furthering his education, and took it.
 - She saw *an occasion* to make a graceful exit, and took it.
- READ ALOUD, substituting *notice* for *see*.
 - READ ALOUD, substituting *availed (him/her) self of it* for *took*.
 - RECAST on the following pattern: *Seeing an opening ... he took it*.

f *People see Reasons, Points of Argument, Points of View, Answers*

- I can't see *your reasons* for taking such a step.
 - I see *your point*; I will bear it in mind.
 - We can all see *the answer* to this problem.
 - They simply cannot see *his point of view*.
 - Now I see *the causes of this condition*.
 - You can see *the points of agreement and the points at issue*.
 - I can't see *the point in changing our procedure*.
 - I can't see *any point in arguing about it*.
- READ ALOUD in the simple past tense.
 - READ ALOUD in reported speech.
 - READ ALOUD, substituting *appreciate* for *see*. (Omit 7, 8)

g *People see Any Fact Which Can Be Understood*

- He saw *that there was a surplus of butter and that the price was likely to fall*.
- Suddenly she saw *that something was wrong*.
- He saw *that the progress of his people depended on many things other than their formal school education, and that family life was as important an influence as that of the school*.
- They saw *that the life of the spirit was valuable to man*.
- She saw *that human relationships in the modern world now involve more than the relations between physical neighbours*.

- 6 They now saw only too clearly *that their poor tactics were the cause of their loss.*
- 7 Long ago they saw *that the tide of nationalism was rising and that it would engulf the world.*
 - a READ ALOUD, substituting *realise, know, and be aware*, for *see*.
 - b READ ALOUD, beginning with the noun clause(s) and ending *he/she/they now clearly saw.*

h People see the Possibility, Probability, Impossibility, Improbability, Certainty of (success, failure, etc. (in))

- 1 They saw *the certainty* of success in following the new plan.
- 2 They saw *the probability* of success in following the new plan.
- 3 They saw *the likelihood* of success in following the new plan.
- 4 They saw *the possibility* of success in following the new plan.
- 5 They saw *the improbability* of success in following the new plan.
- 6 They saw *the impossibility* of success in following the new plan.
 - a READ ALOUD in the simple present tense.
 - b RECAST on the following model: *Seeing the certainty of success (they were jubilant).*
 - c RECAST on the following model: *They saw that success was certain.*

ADVANCED

i People see Jokes, Meaning, Import(ance), Significance, Scope, Implication, the (Funny) Side of Statements

- 1 They all saw *the joke* though it was at their expense.
- 2 He sees *the meaning* of the remark.
- 3 She sees *the import* of the suggestions.
- 4 They see *the importance* of the proposal.
- 5 They see *the significance* of this new development.
- 6 I see *the scope* of the project in terms of public health.
- 7 Those present see *the implications* of your statement.
- 8 We see *the funny side* of these proposals.
- 9 They see *the serious side* of these excuses.
 - a READ ALOUD on the pattern: *He sees the full meaning of ...* (Omit 1, 8, 9)
 - b READ ALOUD in the passive voice, inserting *full* as in (a). (Omit agent)
 - c READ ALOUD, substituting *grasp* for *see*. (Omit 1, 6, 8, 9)
 - d RECAST on the following pattern: *The meaning of this remark is easily seen.* (Omit 1)

j *People see Relation(ship)s, Connections, Similarities, Differences (between one thing or fact and another)*

- 1 We could not see *the relation(ship)* between what was taking place before our eyes in the picture-theatre and the book we had read.
- 2 We saw clearly *the links* between the past and the present, which demonstrate the value of the study of history.
- 3 I failed to see *the connection* between this figure and that.
- 4 He could not see *the relevance* of the two statements.
- 5 He could not see *the parallel* in these two cases.
- 6 She could not see *the similarities* in these cases.
- 7 Anyone can see *the agreement* between these two statements though they are differently expressed.
- 8 He can't see *the difference* between the 'median' and the 'mean'.
- 9 I can't see *the distinction* between 'continuous' and 'continual'.
 - a READ ALOUD, substituting *any* for *the* after *see*. (Omit 2, 7)
 - b READ ALOUD, substituting *comprehend* for *see*.
 - c RECAST on the following pattern: *It is hard to see the relation(ship)...*

k *Periods, Places and Buildings see Past, Present or Future Events associated with them*

- 1 *The year 1815 saw the final defeat of Napoleon at Waterloo and his exile to St. Helena.*
- 2 *The next century will see science applied increasingly to all our material problems.*
- 3 *London has seen British, Roman, Saxon, Danish and Norman conquerors.*
- 4 *The Abbey has seen the crowning of English monarchs since A.D. 1000.*
- 5 *Whitehall saw Charles I step from a window on to the scaffold.*
- 6 *This year will see the creation of independent African states.*

Written exercises

ELEMENTARY

- a Write a paragraph on the people you interviewed in making a complaint in a big store.
- b Write a page of discussion between two people who disagree on a topic. (*I see no harm in ... I see a great deal of harm in ...*)
- c Write six sentences about information you saw in today's newspaper.
- d Write the words of a man giving orders to subordinates in a crisis: a fire, an earthquake, or a battle.

INTERMEDIATE

f A conversation between two people arguing at cross-purposes. (*I can't see the point in ...*)

g Write six sentences on a current topic (e.g. juvenile delinquency).

h Write a paragraph on a plan for an excursion, a community effort or a project, using *see* with degrees of probability.

ADVANCED

i Describe a grandiose governmental or commercial scheme, e.g. a new industry, power supply, etc.

j Write a paragraph on an historical parallel, e.g. the Russian and French Revolutions.

OR

Write a paragraph on an exceptional case in an administrative matter.

k Write a paragraph on an old monument or building in your district which has seen many changes over the years.

spread

Demonstrable

- i I *am spreading* my fingers. (*Their spread* measures 9 inches. It is called *their span*.)
- ii The water *is spreading* (over the table as I pour it).
I *am spreading* the water (over the table with my fingers).
- iii He *is spreading* the newspaper. (The fisherman *spreads* his nets to dry.)
- iv The flame *is spreading* (along the match).
- v He *is spreading* the heap of dust (evenly).
- vi I *am spreading* the cards evenly across the table.
- vii He *is spreading* dust by shaking the duster. The dust *is spreading* all over the room.
- viii 3, 6, 9, 12, 15. These numbers *are spread* between 3 and 15 at regular intervals of three. (*The spread* of the numbers is between 3 and 15.)
- ix Our teacher *is spreading* knowledge about the English language by teaching it.
- x He's *spreading* himself in the shade and is going to sleep.
- xi Trees *spread* their shade.
- xii A fine view *spreads* before us from this window.

Non-demonstrable and abstract

ELEMENTARY

α Infection, Infectious Diseases spread (to, or over Areas) (among People)

- 1 *The infection* spread from his hand to his arm.
- 2 *Tuberculosis* spread to the Pacific in the early nineteenth century.
- 3 *The Black Death* spread from Asia to Southern Europe about the middle of the fourteenth century.

- 4 *The influenza epidemic of 1921 spread over all the world.*
- 5 *This disease spreads only by close personal contact over a long period.*
- 6 *Pestilence spread rapidly among the Army because of poor hygiene.*
 - a READ ALOUD adding question tags.
 - b RECAST on the following model: *The spread of the infection (went from his hand to his arm).*

b *Extended Physical Surfaces spread* (before people's eyes)

- 1 *The wide ocean spread before their delighted eyes.*
- 2 *The hot dusty plains spread at their feet.*
- 3 *The Western Desert spreads beyond Alexandria to the frontier.*
- 4 *The marshes of the delta spread across the horizon to the south.*
- 5 *This great mountain chain spreads through 20 degrees of latitude.*
- 6 *The fleecy cloud layer spread across the sky.*
- 7 *The undulating surface of the plateau spread before them to the horizon.*
 - a READ ALOUD, substituting *lie* (omit 5) and *stretch* for *spread*.
 - b RECAST on the following pattern: *The spreading ocean lay before their delighted eyes.* (Omit 5)

c *Statistics spread*

- 1 *My marks spread from 20% to 85%.*
- 2 *Gains and losses spread between plus and minus £5,000.*
- 3 *Bank advances spread between £100 and £10,000, with an average of £750.*
- 4 *The results of the test spread in a significant manner.*
- 5 *Heights spread from 5 feet to 7 feet.*
- 6 *Wool prices spread from 11d. to 1s. 7d. a pound at the sale.*
 - a READ ALOUD, substituting *range* for *spread*. (Omit 4)
 - b READ ALOUD in the form: *My marks are spread ...*
 - c RECAST on the model: *The spread of my marks ...*

INTERMEDIATE

d *News, Knowledge, Custom and Beliefs spread;*
People spread News, Knowledge and Beliefs

- 1 *The news of the disaster spread quickly through the village.*
- 2 *A whisper spread that he had been pardoned.*
- 3 *The rumour spread that their leader was dead.*
- 4 *This information will spread eventually.*

- 5 *The good tidings* spread by word of mouth.
- 6 *The knowledge* that the earth was round spread slowly.
- 7 *Christianity* has spread all over the world.
- 8 *The habit* of air-travel is spreading.
- 9 Both *the use and abuse* of tranquillizing drugs are spreading rapidly in the modern world.
- 10 *The custom of the adoption of infant children* is spreading rapidly in some countries.
- 11 *Education* has spread rapidly in all countries.
- 12 *Islam* spread from Arabia to the Caspian in the East and to Spain in the West in its first hundred years of existence.
 - a READ ALOUD, making a person the subject of *spread*: *He spread the news of the disaster.* (1-6)
 - b READ ALOUD, substituting *circulate* for *spread*. (1-5 only)

e *Certain Contagious Emotions spread and Persons or Their Cause spread These Emotional States* (not in all cases)

- 1 *Interest* in the new invention is spreading rapidly.
- 2 *Panic* spread rapidly in the city after the earthquake.
- 3 *Terror* spread at his approach.
- 4 *Enthusiasm and wonder* spread through the crowd as they listened.
- 5 *Fear* spread suddenly among the survivors of the attack.
- 6 *Alarm and despondency* spread among the raw soldiers.
- 7 *Fear* spread at the mention of his name.
- 8 The sight and sound of these enormous waves spread *terror*.
- 9 *The Huns* spread *terror* as they advanced into Europe.
 - a RECAST on the following model: *The spread of interest in the new invention* (is encouraging).
 - b READ ALOUD (supplying a personal subject), substituting the passive of *seize* with ... at for *spread*, e.g. *Farmers were seized with interest at the new invention.*
 - c RECAST on the model: *The earthquake spread panic in the city.* (Omit 4-6)

ADVANCED

f *Certain General Physical, Economic or Political Conditions spread*

- 1 *The drought* spread throughout the western half of the continent.
- 2 *The revolt* spread like a flame in the wake of Napoleon in Italy.
- 3 *Famine* spread through the land after the drought.

- 4 *Desolation* spread far and wide through Germany during the Thirty Years' War.
- 5 *Ruin* spread over Germany in the wake of the armies for thirty years.
- 6 *Civilisation* spread northward across the Alps.
- 7 *Inflation* is spreading all over the world in the wake of war.
- 8 *Unemployment* is spreading as a result of disturbed conditions.
 - a READ ALOUD on the pattern: *Drought gripped half the continent.* (Omit 6-8)
 - b RECAST, using *spreading* as an adjective, e.g. *The spreading drought wrought havoc.*
 - c RECAST on the following pattern: *The spread of the drought* (caused great loss).

g *People, Bodies spread Risks, Capital, Orders* (among alternatives; over time)

- 1 When a large ship is insured, the underwriters spread *the risk* among many different insurance firms.
- 2 The Bank spreads *its investments* among many different industries.
- 3 The Admiralty spreads *the orders* among several shipbuilding firms.
- 4 A wise individual spreads *his savings* among several investments.
- 5 The hire purchase company spread *the payments* for the car over fifteen months.
 - a READ ALOUD, substituting *distribute* for *spread*.
 - b READ ALOUD in the passive voice.
 - c RECAST on the pattern: *The spread of the risk* OR *Spreading the risk* (is a wise precaution).

h *Bodies spread their Activities into Other Areas and Fields*

- 1 *The Bank* is spreading into the rural areas; new branches have been recently opened.
- 2 *The Society* for the Prevention of Cruelty to Children is spreading overseas.
- 3 *Our company* is spreading its activities into wider fields in the attempt to diversify.
- 4 *Our company* is spreading into other fields than light engineering.
- 5 *The firm* is spreading its interests into the packaging industry.
 - a READ ALOUD, substituting *expand* for *spread*.
 - b RECAST on the following pattern: *The spread of the Bank into rural areas* (will be good business).
 - c READ ALOUD in the present perfect tense.

i *Living Things spread (to Places) (in Space) (in Time)*

- 1 *The horse* has spread all over the world from its original habitat.
- 2 *The sparrow and the rabbit* have spread to Australia and New Zealand in the last century and a half.
- 3 *The shark* has spread into all tropical and sub-tropical seas since Devonian times.
- 4 *The rhinoceros beetle* has spread to Fiji from its original habitat in Africa and has wrought havoc on the coconut palm wherever it has gone.
- 5 *The trilobite* spread from its original habitat into cooler seas.
- 6 *The trilobite* spread from the Silurian to the Cretaceous Age.
 - a READ ALOUD on the pattern: *The spread of the horse ...* (has been rapid).
 - b RECAST on the following pattern: *Having spread all over the world, the horse* (lightened the work of man wherever it went).

j *A Series spreads from ... to ... (between its limits)*

- 1 *Our range* of cars spreads from the single-seater to a luxury car seating six.
- 2 *Our products* spread from a child's tricycle to a two-cylinder motorcycle.
- 3 *Our production* covers the electrical field and spreads from the electric light globe to the 10 h.p. generator.
- 4 *The results* so far achieved spread anywhere between 50% and 90%.
- 5 *The interquartile (range)* spreads from the upper to the lower quartile.
 - a READ ALOUD, using *include ... and ...* instead of *spread from ... to ...*
 - b READ ALOUD in reported speech.
 - c RECAST on the following pattern: *The spread of our range of cars is from the single-seater to a luxury car.*

k *People, Bodies spread Themselves (Coll.)*

- 1 *They* spread themselves tonight with that magnificent supper for so many guests.
- 2 *She* spread herself when she bought that fur.
- 3 *The Committee* spread itself in the report. It's an exhaustive document.
- 4 *The family* spread itself when it bought two cars.
- 5 *The Board* spread itself when it built the new school.
 - a READ ALOUD in reported speech.
 - b READ ALOUD, substituting *be lavish* for *spread ... self/selves*.
 - c RECAST on the following pattern: *Having spread themselves* (they will have to economise for a while).

Written exercises

ELEMENTARY

a Write a paragraph (*a*) on the spread of a disease (e.g. an historical example, the Black Death in Europe);

OR

(b) on the conditions in which a disease might spread today.

b Write a descriptive passage of a view from a high point, using *spread*.

c Write a paragraph on the production of goods in your country, giving statistics.

INTERMEDIATE

d (a) Describe in a paragraph the spread of a religion, of customs, of a belief, or of knowledge – either as an historical process, or concentrating on the agencies in use at one time for the dissemination of these subjects.

OR

(b) Describe in a satirical manner how a rumour spreads in a small village.

e Write a paragraph, using *spread*, describing contagious emotions in a large number of people following a calamity – fire, earthquake, shipwreck or bombing.

ADVANCED

f Using *spread* either as noun or verb, write a page on the general conditions in your country during a significantly progressive historical epoch, e.g. the Renaissance.

g Write a paragraph from the speech of a chairman of a Board of Directors, describing in broad terms the spread of a great Corporation's interests, risks and orders.

h Describe in a paragraph the growth of an important society, body or company (a church; Shell Oil; Woolworths; Stanvac; Singer).

i Using *spread*, detail the distribution in space and time of any living thing about which you possess the necessary information.

j (a) Write six sentences describing a range of goods sold or produced by a great industrial or retail firm.

(b) Write six sentences concerning various forms of mathematical series, using *spread* as noun and verb.

k Write a comic paragraph, using *spread themselves*, about a family celebration.

take

Demonstrable

- i The student *is taking* the book from the teacher.
- ii The student *is taking* the book to the boy in the front row.
- iii The student *took* hold of the book.
The student *took* possession of the book.
- iv He *takes* a step. He *takes* two steps.
He *is taking* a walk around the room.
- v He *is taking* a minute to write a long sentence on the blackboard.
Do not hurry. *Take* your time.
It *takes* an hour to go from Williamstown to Charleston.
It *takes* two to make a quarrel.
It *takes* a strong man to move this table.
(When I say 'Now', *take* the weight.)
- vi Sit down. You *are taking* your seat.
Jack *is taking* Charles's place.
Henry *is taking* too much room.
These papers *take* all the space on my desk.
As they go out, John *takes* the lead and goes out first and the others *take* their turn.
- vii They *take* Jim with them as they go.
- viii He *is taking* part in oral practice in class.
He *is taking* a part in the school play.
He *is taking* the part of the smaller boy against the bigger.
- ix *Take* this page for example.
Take the example on page 52.
- x The class *is taking* note of what he says.
The class *is taking* a note of the date of the sports.
The students *are taking* the measurements of the room.
- xi He *is taking* a breath.
- xii He *is taking* aim. He *is taking* a look.
- xiii He *is taking* shelter from the rain.
He *is taking* refuge from the rain.
- xiv He *takes* a defiant pose.

- xv The sunlight *has taken* the colour from the material.
- xvi Look at these books.
 John *takes* pains with his work. He *takes* his work seriously.
 Tom *takes* no care with his work. He *takes* his work lightly.
 Jim *takes* no trouble with his work but he *takes* sport seriously.
- xvii The teacher punished Harry.
 Harry *took* his punishment well.
 Harry *takes* life as a joke.

Non-demonstrable and abstract

ELEMENTARY

a *People take Food, Drink, Meals, Medicine, Drugs*

- 1 She always takes *a light breakfast* of coffee and rolls.
 - 2 He always takes *milk and sugar* in his tea.
 - 3 They always take *a late dinner*.
 - 4 The Frenchman always takes *wine* with lunch and dinner.
 - 5 He always takes *his tonic* after meals.
 - 6 She's a hypochondriac; she always takes *five different kinds of pills* after each meal.
 - 7 He takes *drugs*.
- a READ ALOUD, substituting other frequency adverbs for *always*, e.g. *usually, frequently*. (Omit 7)
- b READ ALOUD, substituting *eat, drink* or *swallow* for *take*. (Omit 7)

b *People take a Walk, a Drive, a Trip, an Excursion*

- 1 Let's take *a short walk* round the block.
 - 2 Let's take *a run* to the beach.
 - 3 Let's take *a long drive* into the country.
 - 4 Let's take *a quick trip* to Berlin.
 - 5 Let's take *a ride* to the village.
 - 6 Let's take *an excursion* up the river.
 - 7 Let's take *a voyage* to the moon.
 - 8 Let's take *a run* in the car to Cambridge.
- READ ALOUD on the following patterns:
- a *Why not take a short walk round the block?*
 - b *What about taking a short walk round the block?*
 - c *How about taking a short walk round the block?*
 - d *What do you say to taking ...?*

c People *take* Roads and Certain Means of Transportation

- 1 They took *the path* to the wood.
- 2 You take *the high road* and I'll take *the low road*.
- 3 We'll take *the left fork* at the crossroads. You take *the right fork*.
- 4 Take *the lift*; it's quicker.
- 5 He's taking *a bus*, then *a taxi* home.
- 6 They will take *a ship* to South Africa on 1st June.
- 7 We will take *the Bombay express*.
- 8 Young people from broken homes often take *the wrong turning*.
- 9 He took *the easy way* out of the difficulty.
 - a READ ALOUD, substituting *follow* (1-3); *get* (a) (4-7); *choose* (8-9) for *take*.
 - b RECAST on the model: *By taking the path to the wood* (they'll be there quicker). (Omit 8)
 - c RECAST on the model: *The path took them* (to the wood). (Omit 8, 9)

d People *take* Notes, Records, Numbers

- 1 The students take *notes* during the lectures.
- 2 The secretary takes *a verbatim record* of the proceedings of the meeting.
- 3 The engineer took *the readings* of the instruments every ten minutes.
- 4 The constable took *the number* of the car.
- 5 Our stenographer takes *dictation* at a speed of 150 w.p.m.
- 6 The policeman took *the dying man's deposition*.
 - a READ ALOUD in the passive voice, omitting the agent.
 - b RECAST on the pattern: *The taking of notes by students during the lectures* (is essential).
 - c RECAST on the pattern: *The students who take notes ...* (can revise more easily).

e People in charge *take* Vehicles, Ships, Expeditions to places

- 1 The bus driver took *his bus* to the wrong depot.
- 2 The captain took *his ship* alongside.
- 3 The pilot took *the plane* above the weather.
- 4 Stanley took *his expedition* across Central Africa.
 - a READ ALOUD in the interrogative form.
 - b READ ALOUD in the passive voice.

f *People, Bodies take Lessons, Notice, Counsel, Direction, Instruction*

- 1 If I am going to Germany next holiday, I shall take *German lessons*.
- 2 If I take counsel with him, I shall take *his advice*.
- 3 If I consult him, I'll take *notice of* his advice.
- 4 If he can't do it, he'll take *direction* from those who know.
- 5 If she can't drive, she'll take *instruction*.
- 6 If I buy a car, I shall take *a course* in automotive mechanics.
 - a READ ALOUD in the improbable conditional.
 - b READ ALOUD, substituting *follow* for *take*. (Omit 1, 3)

INTERMEDIATE

g *People take (a) Pride, (a) Pleasure, an Interest in; a Liking, a Fancy to ...*

- 1 The good tradesman takes (a) *pride* in his work.
- 2 The housewife takes (a) *pleasure* in keeping her house clean.
- 3 The spoilt child takes a *delight* in being naughty.
- 4 They take *an interest* in young people's clubs.
- 5 He has taken a *liking to* the newcomer.
- 6 She has taken a *liking to* cooking.
- 7 They have taken a *fancy to* their young niece.
- 8 They have taken a *fancy to* doing their own weaving.
 - a READ ALOUD, substituting *like* for *takes (a) noun in/to*.
 - b RECAST on the model: *Taking a pride in his work, the good tradesman* (finds real satisfaction).
 - c RECAST on the model: *By taking a pride in his work, the good tradesman* (becomes a craftsman).
 - d READ ALOUD in the simple past tense.

h *People, Bodies take Command, Charge, Control, the Direction, Responsibility, Credit and Blame*

- 1 The sergeant took *command* of the company when its commander was killed.
- 2 The new secretary took *charge* of the office when the previous secretary resigned.
- 3 The second pilot took *control* of the plane when the first pilot collapsed.
- 4 He took *the direction* of the organisation on the death of Mr. Smith.
- 5 If you make the decision, you must take *the responsibility* for that decision.

- 6 If you take *the responsibility*, you must also take *the credit or blame* that ensues.
- a READ ALOUD, substituting *assume* (1-4) and *accept* (5-6) for *take*.
- b RECAST on the model: *On taking command, the sergeant* (ordered the company to dig in). (Omit 5, 6)

i *People take Note, Notice, Cognisance, Warning, Heed (obs.)*

- 1 He took *note* of the detailed directions as to how to get to the house.
- 2 She took *notice* of the colour of her friend's dress.
- 3 They took *cognisance* of the new details of the case.
- 4 She took *heed* of these remarks.
- 5 Take *warning* from these events.
- a READ ALOUD, inserting *particular* before the direct object.
- b READ ALOUD in the negative form: (a) *no note*; (b) *no particular note* and *much* with the negative form of the verb.
- c RECAST on the pattern: *Taking particular note of the ... he* (was in no danger of losing his way).

j *People take Pity (on); take Heart, Courage, Comfort (from); take Fright, Offence, Umbrage (at), Exception (to)*

- 1 The girl took *pity* on the starving cat.
- 2 She takes *heart* from the improvement in the child's respiration.
- 3 We take *courage* from the improvement in the patient's condition.
- 4 The mother takes *comfort* from the improvement in the child's breathing.
- 5 The horse and its rider took *fright* at the apparition.
- 6 He's very touchy: he takes *offence* at harmless statements.
- 7 She's very touchy: she takes *umbrage* at the slightest provocation.
- 8 They are touchy: they take *exception* to everything.
- 9 I am sensitive: I take *offence* easily.
- a READ ALOUD in the present perfect tense. (Omit 9)
- b RECAST on the following pattern: *Taking pity on the starving cat, the girl* (gave it a drink of milk).

k *People take Other People or Things for Different People or Things*

- 1 He takes *me* for a fool.
- 2 I took *him* for your brother.
- 3 I take *him* for an experienced administrator.

- 4 She took *him for a Frenchman*.
- 5 He took *the butler for his host*.
- 6 The child took *the kerosene for water*.
- 7 I took *the application form for the receipt*.
- 8 I took *this chemical for that*.
- 9 The chemist took *the sulphate for the sulphide*.
- 10 They are making a serious error – they are taking *opinion for fact*.
 - a READ ALOUD, substituting (i) *mistake* and (ii) *think* + (pro)noun + am/is/was for *take for*. (Omit 10)
 - b READ ALOUD in the passive voice: *I am taken for a fool*.

// *People take People, Data (for example) (as ...)*

- 1 Take *John*, for example, as a boy whose manners are good.
- 2 Take *the way he looks after his pigs*, for example.
- 3 Take *how he drives that car of his*. (Coll.)
- 4 Take *this sentence* as an example of the structure.
- 5 Take *the facts* that imports are rising while exports are falling.
- 6 Take *this second series of numbers* and compare them with the first series.
- 7 Take *the price of tin* and see what happens when it reaches a level which will encourage substitutes.
- 8 Take *these facts together*: they show that something is wrong.
- 9 Take *these figures*: they show an ever-increasing rise in taxation.
- 10 Take *this set of data* – it shows two divergent trends.
- 11 Take *those proposals*: they show inadequate analysis of the problem.
- 12 Take *the incidence* of this disease – does it not suggest something to you?
 - a READ ALOUD, substituting *consider* for *take* and inserting *for example*.
 - b RECAST on the model: *Taking John as an example of a boy whose manners are good*, (we ought to copy him).

m *With Structural 'IT' as Subject: It takes ...*

- 1 It takes *time and effort* to master the piano.
- 2 It takes *all sorts* to make a world.
- 3 It takes *a high degree of intelligence* to do this course.
- 4 It takes *a high temperature* to melt steel.
- 5 It takes *the concentrated* not the dilute *acid* to effect this action.
- 6 It takes *only an ordinary fire* to melt lead, but an electric furnace to melt aluminium.
- 7 It takes *a complex economic organisation* to feed, clothe, house and provide for the fifty million people in Great Britain.

- 8 It takes *more than mere wit* to produce significant work.
 a READ ALOUD, substituting *requires* for *takes*.
 b RECAST on the following pattern: *Time and effort are required to master the piano.*
 c RECAST on the following pattern: *A high degree of intelligence is a necessity in doing this course.* (Omit 1, 2, 7)

ADVANCED

n *With Structural 'IT' as Object: I Take It (that ...)*

- 1 I take it (that) you're not coming with us.
- 2 I take it from your silence (that) you agree with us.
- 3 I take it (that) you think the matter is closed.
- 4 I take it (that) you hold a similar view.
- 5 I take it (that) you hold diametrically opposed views.
- 6 I take it from your tone (that) you hold very strong views on this and similar cases.
 a READ ALOUD, substituting *understand* and *assume* for *take it (that)*.
 b READ ALOUD, inserting the clause *from what you have said.* (Omit 2, 6)
 c RECAST on the pattern: *I take your meaning to be that you're not coming with us.* What is the difference in meaning between this form and the original?

o *People take Words, Meaning, Wording, Texts (to mean)*

- 1 He took *my remark* to mean he wasn't wanted.
- 2 She took *my meaning* to be the opposite to that intended.
- 3 They took *the wording* of the notice to mean that they could proceed if accompanied by an adult.
- 4 They took *the figure* to be an 8 though they were not sure.
- 5 They took *the wording* literally.
- 6 The journalists took *the text* to mean 'contemptible, small' when it meant 'contemptibly small'.
 a READ ALOUD, substituting *understand* and *interpret* for *take*.
 b RECAST on the model: *He misunderstood my remark.*
 c RECAST on the model: *In taking my remark ...*

p *People and Bodies take Care (to), the Trouble, Pains (to), Action, Steps, Measures, Precautions (against) (to)*

- 1 He took *great care* to be sure his measurements were accurate.
- 2 The chemist took *the trouble* to check the purity of his chemicals.

- 3 The physicists take *extreme pains* to ensure accuracy.
- 4 The accountant took *action* to stop further theft.
- 5 The secretary took *steps* to advertise the vacancy.
- 6 The Chairman took *measures* to get outside advice.
- 7 The engineer took *precautions* to reduce the number of accidents.
- 8 The company took *the initiative* in approaching the Public Trustee before he approached them.
- 9 The army for so long on the defensive now took *the offensive*.
 - a READ ALOUD, substituting *go to great lengths to* for *take* + noun + *to*. (1-7)
 - b READ ALOUD in the passive voice: *Great care was taken*... (Omit 2)
 - c RECAST on the model: *Taking great care to* ..., he ...
 - d READ ALOUD in the present perfect tense.

q *Plans and Measures take Shape, Form, Effect; take the Shape, the Form (of)*

- (1)
 - 1 The plans for the expedition are now taking *shape*.
 - 2 The plans for the trip are now taking *form*.
 - 3 The medicine is now taking *effect*; the pain is lessening.
 - 4 Our attempts to advertise the show are now taking *effect*; people are talking about it.
- (2)
 - 5 Administrative reform will now take *the shape* of a series of instructions and the means to implement them.
 - 6 The book now takes *the form* of a series of telephone conversations.
 - 7 The experiments now take *the form* of testing control groups.
 - 8 The problem now takes *the form* of a quadratic equation.
 - a READ ALOUD in the simple past tense. (Omit *now*)
 - b RECAST 5-8 on the following pattern: *Taking the shape of ... administrative reform* (will commence).
 - c RECAST 1-4 on the model: *Now that the plans for the expedition are taking shape* (we must redouble our efforts).

r *People take Qualities, People, Facts for granted*

- 1 He takes *too much* for granted.
- 2 He takes *my loyalty* for granted.
- 3 She takes *her friend* for granted.
- 4 She takes *her friend's help* for granted.
- 5 The accountant takes *the clerk's accuracy* for granted.
- 6 The research student takes *nothing* for granted.
- 7 Few teachers can take *their pupils' knowledge of tables* for granted.

8 In planning we are not taking *anything* for granted.

- a READ ALOUD on the pattern: *Too much is assumed.* (Omit 3, 8)
- b RECAST on the following pattern: *Too much cannot be taken for granted.*
- c RECAST on the following pattern, using preparatory 'it': *He takes it for granted that I will be loyal.* (Omit 1, 3, 6, 8)
- d RECAST on the model: *In taking too much for granted he (is making a bad mistake).*
- e READ ALOUD in the simple past tense. (Omit 7)

Written exercises

ELEMENTARY

a Describe, as to a doctor, your daily diet.

b Write a few sentences describing a series (real or imaginary) of walks, trips, excursions and bus drives you took from a holiday centre.

c Describe in a paragraph an imaginary voyage round the world using various means of transportation.

d Write six sentences detailing the notes taken by (a) a student studying a textbook;

OR

(b) a policeman investigating a traffic accident.

e Write a paragraph planning the course of instruction you would like to take to learn to drive a car.

INTERMEDIATE

g Detail the things you take *a pleasure*, *an interest*, and *pride in*, or the people you take *an interest in*, *a liking* or *a fancy to*.

h Describe in a paragraph an incident in which you took charge of a situation and took the responsibility and credit or blame for what followed.

i Write a series of warnings using *take* and the vocabulary supplied.

j Write a conversation between two friends who differ on an important matter beginning, 'I take exception to that last remark of yours ...'

k Describe a series of comic mistakes in taking a number of substances or people for others.

l Write six sentences based on the sentences and structures in this section.

m Describe the desirable qualities for a profession on the model: *It takes ... to make a good ...*

ADVANCED

n Write a paragraph using structural *it* with *take* and *view*, expounding points of disagreement in an imaginary conversation.

o Write a brief conversation of an argument over the meaning of the sentence, '*Though I speak with the tongues of men and of angels and have not charity, I am nothing.*'

OR

'Let the dead bury their dead.'

p Detail measures taken on an administrative level to ensure checking of important data.

OR

Detail precautions taken to ensure cleanliness and accuracy in a scientific experiment.

q Describe proposals for reform of any organisation in broad terms, and the shape they will take.

r Write a paragraph on what is taken for granted in either a friendship or an official relationship in office, laboratory or school.

turn

Demonstrable

- i He walks to the door, *turns* and walks back.
- ii The door *turns* on its hinges.
- iii The key *turns* in the lock.
- iv The tap *turns* anti-clockwise.
- v He *turns* the key.
- vi He *turns* the tap.
- vii He *turns* the switch. The switch *turns*.
- viii He *turns* the wheel. The wheel *turns*.
- ix He *turns* the page. The page *turns*.
- x He *turns* his steps to the door.
- xi He *turns* the corner.
- xii He *turns* a somersault.
- xiii WITH PARTS OF THE BODY
When we hear a knock, we *turn* our heads to the door.
When we hear a knock, we *turn* our eyes to the door.
When he writes on the board, he *turns* his back on the class.
- FIGURATIVE
He *turned* a blind eye to what was going on.
He *turned* a deaf ear to complaints.
He *turned* the other cheek.
- xiv This line *turns* down(wards); that line *turns* up(wards).
- xv The matchwood *turns* black when it is burnt.
- xvi His hair *is turning* grey.
The leaves *are turning* brown.

Non-demonstrable and abstract

ELEMENTARY

- α** *Railways, Roads, Rivers, Pipes turn* (north, to the left, into)

- 1 *The path* turns into the field and crosses the ditch.
- 2 *The track* turns into the hamlet.

- 3 *The lane* turns into the village.
- 4 *The road* turns to the left into the town.
- 5 *The highway* turns south at the city of Grahamstown.
- 6 *Our route* turns to avoid the high ground.
- 7 *The railway and the canal* turn south there.
- 8 *The river* turns and enters the town.
- 9 *The tubing* turns at right angles.
- 10 *The water main* turns sharply when it reaches the railway.
 - a READ ALOUD in reported speech.
 - b READ ALOUD, substituting *lead* for *turn*. (Omit 6, 8, 9, 10)
 - c RECAST on the model: *Where the path turns* (is a stile).

b People *turn* Adherents (of a religious faith or political belief)

- 1 She's turned *Catholic*.
- 2 He's turned *Protestant*.
- 3 He's turned *Muslim*.
- 4 They've turned *Liberal*.
- 5 He's turned *Communist*.
 - a READ ALOUD, substituting *became a* for *turn*.
 - b READ ALOUD in the past perfect tense adding *In the meantime*,

INTERMEDIATE

c (1) Processes, Conditions, Substances *turn*
Substances (adjective)

- 1 *Boiling* turns *water* gaseous.
- 2 *Heating and stirring* turn *the mixture* thick.
- 3 *Factorising* turns *this expression* quadratic.
- 4 *Driving off the water of crystallisation* turns *the crystals* powdery.
- 5 *Adding water* turns *ammonia solution* milky.
- 6 *Carbon dioxide* turns *water* acid.
- 7 *Chlorine* turns *colours* pale.
- 8 *A turbine* turns *fluid motion* mechanical.
- 9 *These reactions* turn *the insoluble salt* soluble.
- 10 *These processes* turn *the metal* hard.
- 11 *These changes* turn *the rock* porous.
- 12 *The presence of the catalyst* turns *hydrogen and nitrogen* into ammonia.
- 13 *Exposure* to air slowly turns *copper* green.
- 14 *Exposure* to light turns *silver nitrite* to silver nitrate.
- 15 *Pressure* turns *most gases* liquid.

- 16 *Heat* turns *tar* liquid.
- 17 *Oxidation* turns *iron* rusty.
- 18 *Decomposition* turns *meat* black.
- 19 *Reduction* turns *permanganate* colourless.
- 20 *Irrigation* turns *tracts of desert* fertile.
- 21 *The addition* of trace elements turns *infertile land* fertile.
 - a READ ALOUD, substituting *make* for *turn*.
 - b READ ALOUD in the passive voice: *Water is turned gaseous by boiling.*
 - c RECAST on the model: *By boiling we turn water gaseous. By means of carbon dioxide we turn water acid.*
 - d RECAST (where you can) on the model: *Boiling turns water into gas.*

c (2) *Substances, Things turn* (adjective) when subjected to a process

- 1 Water turns *gaseous* when boiled.
- 2 The mixture turns *thick* on heating and stirring.
- 3 This expression turns *quadratic* by factorisation.
- 4 The crystals turn *powdery* when the water of crystallisation is driven off.
- 5 Ammonia solution turns *milky* when water is added.
- 6 Water turns *acid* on the addition of carbon dioxide.
- 7 Colours turn *pale* with chlorine.
- 8 Fluid motion turns *mechanical* by use of a turbine.
- 9 The insoluble salt turns *soluble* by means of these reactions.
- 10 The metal turns *hard* by means of these processes.
- 11 The rock turns *porous* as a result of these changes.
- 12 Copper slowly turns *green* on exposure to air.
- 13 Most gases turn *liquid* when subjected to pressure.
- 14 Tar turns *liquid* when heated.
- 15 Iron turns *rusty* when oxidised.
- 16 Meat turns *black* on decomposition.
- 17 Permanganate turns *colourless* by reduction.
- 18 Large tracts of desert turn *fertile* under irrigation.
- 19 Infertile land turns *fertile* on the addition of trace elements.
 - a READ ALOUD, substituting *become* for *turn* and beginning with the final phrase.
 - b RECAST on the model: *Turning gaseous when boiled, water* (is in a useful form for work).
 - c READ ALOUD in the past, on the model: *The water turned gaseous when boiled.*

d *People turn (from Topics) to Other Topics; People turn (their Attention, Thoughts, Mind) to Topics; Thoughts turn to Topics*

- 1 The lecturer turned *from the causes to the effects* of the Hundred Years' War.
- 2 Let us now turn *from the plot to the characters* in the play.
- 3 After discovering radium, Madame Curie turned *her attention* to the uses to which radium could be put.
- 4 The inventor turned *his thoughts* to the exploitation of his discovery.
- 5 The Secretary next turned *his mind* to the organisation of the office.
- 6 Gustavus Adolphus turned *the resources* of his great energy, talent and experience to the Protestant cause in Germany.
- 7 His thoughts turned *to the reorganisation* of office procedures.
 - a READ ALOUD, substituting *pass* (1, 2, 7) and *direct* (3-6) for *turn*.
 - b RECAST on the pattern: *Turning from ... to ... the lecturer* (analysed them in turn).

ADVANCED

e *Values, Results, Events, Decisions turn on Predominant Qualities, Problems or Causes*

- 1 The value of the experiment turns on *the accuracy of the measurements*.
- 2 The results obtained will turn on *the care* with which the work is done.
- 3 *The outcome of the Battle of Waterloo* turned on *the ability of the British to withstand the French attacks until the arrival of the Prussians*.
- 4 *Space travel* turns on *man's control of temperature* inside and outside the vehicle.
- 5 *The decision* turns on *the amount of time and money available*.
- 6 *Whether she accepts the offer or not* turns on *her mother's attitude*.
- 7 *Whether he goes or not* turns on *whether he can afford it*.
 - a READ ALOUD, substituting *depend on* for *turn on* throughout.
 - b RECAST on the pattern: *The value of the experiment is dependent on the accuracy of the measurements*.
 - c RECAST on the model: *The accuracy of the measurements affects the value of the experiment*.

f *The Tide (of Battle, Luck, Fortune or Success) turns*

- 1 *His luck* turned at last, and it seemed as if everything he touched turned to gold.
- 2 *His good fortune* turned, and he lost all he had won on the horses.

- 3 *The tide of battle* turned in the late afternoon at Waterloo, and the French were defeated by nightfall.
- 4 *The tide of success* turned and this great enterprise slowly declined.
- 5 Finally *his bad luck* turned and his third attempt was successful.
- 6 *Her phenomenal luck* turned and ultimately she lost all she had won.
- 7 *This tide of popularity* swept the artist to the heights but eventually turned and he was back where he started.
- a READ ALOUD, substituting *change* for *turn*. (Omit 3, 4, 7)
- b RECAST on the model: *Turning at last, his luck* (ultimately brought him success).

g People *turn* Information, Events, Handicaps to (their) Use, Advantage, Account

- 1 The soldiers turned *the delay* to use by sleeping.
- 2 They turned *these facts* to use in their political campaign.
- 3 We turned *the figures* to use in the discussion.
- 4 They turned *the smallness of the cash reserve* to use in advocating a more conservative policy.
- 5 The team turned *the defeat* to use by overhauling its tactics.
- 6 She turned *the handicap* of ill health to use by taking to her bed and directing from there.
- 7 We turned *our weakness* to use by developing flexibility.
- 8 The driver turned *the mishaps* to use in insisting on regular checks.
- 9 The school turned *the accident* to use in asking for crossing-lights at the place the tragedy occurred.
- a READ ALOUD on the model: *They were able to turn ...*
- b READ ALOUD, substituting (i) *advantage* and (ii) *account* for *use*.
- c RECAST on the model: *By turning the delay to use by sleeping, the soldiers ...*

h People *turn* Verses, Phrases, Compliments

- 1 Dryden is the man to turn *witty verse*.
- 2 Shakespeare is the man to turn *the telling phrase*.
- 3 Don Juan was the man to turn *a pretty compliment*.
- 4 Gibbon, in his 'Decline and Fall of the Roman Empire', was the man to turn *resounding periods*.
- 5 The French diplomat, Talleyrand, was the man to turn *a witty epigram*.
- 6 Marlowe was the man to turn 'a mighty line' of poetry.
- a READ ALOUD, substituting (i) *compose* and (ii) *fashion* for *turn*.
- b RECAST on the pattern: *The turning of witty verse was Dryden's forte*.

Written exercises

ELEMENTARY

a Describe in a paragraph the system of roads or railways in your district.

b Write a few sentences on the Vicar of Bray or any other turncoat.

INTERMEDIATE

c Write a paragraph on each of the following topics:

- i a series of chemical reactions; and
- ii an industrial process.

d Write a paragraph on a lesson or a textbook, giving the topics dealt with in turn. (*The teacher ... The author ...*)

ADVANCED

e Make up five sentences on the model *e7*.

f Write a paragraph describing how a series of reverses were turned to advantage in sport, in your career or in family life.

g Write a paragraph on your own strengths and weaknesses which you have turned to account or advantage.